

LANGUAGE PLANNING AND POLICIES FOR PROFESSORS AT UNIVERSIDAD
TECNOLÓGICA DE PEREIRA

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LICENCIATURA EN LENGUA INGLESA PEREIRA
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1. ABSTRACT

El presente estudio está determinado bajo los parámetros del método mixto, el cual se enfoca en el uso de ambos tipos de investigación cuantitativa y cualitativa para la recolección de datos. Así mismo, Este estudio surgió de la necesidad de identificar y describir las diferentes estrategias que ha utilizado la Universidad con el propósito de establecer una política de internalización. Después de haber identificado dicha necesidad. Una pregunta de investigación es la base principal del presente estudio, la cual se centra en la búsqueda y la descripción de los componentes necesarios para la consolidación de una política lingüística en la Universidad.

Este proyecto se llevó acabo en la Universidad Tecnológica de Pereira, la cual es una universidad pública localizada en la ciudad de Pereira, Risaralda, en el cual un total de treientos cincuenta cuatro profesores junto con todos los decanos de las diferentes facultades de la Institución fueron los participantes de este estudio. Además, los instrumentos diseñados e implementados para la recolección de datos durante la investigación fueron: prueba diagnostico en line, entrevistas y un cuestionaros en línea. Los datos obtenidos fueron transcribidnos, codificados, agrupados y categorizados con el fin de obtener resultados más confiables y precisos.

Los resultados y componentes seleccionados y descritos en el presente estudio fueron: la caracterización del perfil lingüístico de los profesores y los

programas de inmersión y formación en la lengua inglesa. De esta forma, el estudio proporcionó información relevante sobre el nivel de suficiencia en inglés de los docentes, las características más importantes de los programas de formación en la lengua inglesa, y por último, las percepciones de los docentes y decanos hacia a estos programas (inmersión y formación en inglés). En conclusión, este proyecto podría ayudar a investigadores a reflexionar sobre el tema para consolidar una política lingüística la cual articule las diferentes acciones implementadas por la Universidad con el fin de promover las relaciones internacionales y la inclusión de la Institución en el mercado globalizador.

2. ABSTRACT

This paper is delimited by the parameters of a mixed method which focuses on the use of both qualitative and quantitative forms for data collection. This study emerged from the necessity to identify and describe the different strategies utilized by the University in order to consolidate an internationalization policy. After the gap regarding these strategies was identified, one important question, which was focused on finding and describing the internationalization components required for the consolidation of a language policy at the Universidad Tecnológica de Pereira, became the principal guide for the study.

This project was carried out in the Universidad Tecnológica de Pereira which is a State University, located in the city of Pereira, Risaralda. This study embraced as participants to all the deans from the different faculties along with a total of three hundred fifty four professors from the Institution. The instruments designed and implemented during the investigation were an online placement test (OOPT), interviews and an online questionnaire. This data was transcribed, coded, grouped and categorized in order to have more reliable and concrete results.

The components selected and described during and as a result of the study were the characterization of the professors' linguistic profile, the immersion and English training programs. The study at hand provided some results regarding relevant information about the professors' level of English language proficiency, the most relevant characteristics of the immersion and English training programs, and

finally, the professors' perceptions towards these programs. In retrospect, this project may help researchers to reflect on and consolidate a language policy which articulates the different actions taken by the university in order to promote international relationships and inclusion of the institution in the globalized market.

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4. INTRODUCTION

The current research study is concerned to the articulation and description of the necessary components to consolidate a language policy in the Universidad Tecnológica de Pereira. As internationalization is one of the dual-focused aims, there has been a tremendous interest to empower the communicative competence of the professors in a foreign language through different action plans conducted by the University itself. As a matter of fact, some academic actions, such as immersion and language training programs, have been conducted in order to foster and improve the use of English language in professional and academic contexts. Nevertheless, as a requirement to participate in those training programs, the University has stated the prominence of identifying and exploring the impact these strategies have on the participants in order to consolidate and integrate them, and thus, obtaining positive results which may benefit the whole university community.

Regarding the context of the study, this project was conducted at the Universidad Tecnológica de Pereira, which is a state and public Institution located in the city of Pereira, Risaralda. Furthermore, it is worth to point out that this project embraced as target participants three hundred fifty four professors, as well as nine deans from the different faculties of the University. The researchers played a 'non-participant observer' in the study on the grounds that they were in charge of extracting and collecting information, through different techniques, but without interacting with the participants. The instruments used with the objective of gathering data were an English placement test, interviews, and an online

questionnaire. Such data collection instruments were implemented in order to characterize the linguistic profile of professors, explore the participants' perceptions, attitudes, and even suggestions towards the characteristics and influence of the immersion and language training programs on English language learning.

In pursuit of obtaining more reliable and concrete information, the results of the data collection and analysis were subjected to several demanding processes: transcribing, coding, grouping, and categorizing. At first, the professors' language proficiency level was characterized by implementing the Oxford Online Placement Test (OOPT). Moreover, the data gathered during the interviews allowed the researchers to identify possible internal or external factors that could influence on the results obtained through the OOPT. As a second point, the English training program professors' attendance to was described in terms of methodology, the learning environment, and students' admission. Additionally, professors expressed their perceptions and suggestions toward the training program by filling in an online questionnaire. Finally, this study described the role played by the immersion programs as an action planning whose focus has been to motivate the professors from the University to participate in language courses developed in international learning scenarios. Indeed, such participation may contribute to complement and strengthen professors' academic and professional profile.

This project was centered on characterizing and providing relevant information about the professors' current level in English language proficiency.

Additionally, it focused on describing the most prominent characteristics of academic strategies such as immersion and training programs, which emphasize on promoting the importance of foreign language learning to the university community. Finally, professors' perceptions and attitudes towards these programs were considered and presented in order to consolidate or even re-plan actions taken since the establishment of the language policy in the Universidad Tecnológica de Pereira, which is the one that determines the appropriate parameters and guidelines to be considered for achieving to internationalization and bilingual education in the University.

5. STATEMENT OF THE PROBLEM

Nowadays, higher education in Colombia is searching for the way to widen and expand its quality through the promotion of what today we conceive as internationalization. The easy access to the internet lately allows different institutions to consolidate a variety of agreements with international communities in different global contexts. Recently, in Colombia, the CNA (Consejo Nacional de Acreditación, 2009) has already established internationalization and universality as the core elements in order to increase and improve the quality of the educational centers within the nation.

In ancient times, nations were characterized by their social strata and their access to new knowledge, which was only shared among few groups of scholars. However, the rest of the population demanded the right to be educated based on the principles of democracy. Consequently, this desire for inclusion brought a new set of ideas focused on promoting equality, freedom, and more importantly, universality (UNESCO, 2005). The latter term, universality, according to Cigman, R. (n.d) has to do, not necessarily with transcending national borders in terms of geography, but with increasing and creating new opportunities to participate in different and more global learning scenarios, mainly through the use a foreign language, in this case English. Nevertheless, this conception of universality, based on the UNESCO (2005), has made researchers and scientists highlight the new role of English and its hegemony in our context. This imposition and preference to

the use of this language has been caused by the huge technological development and scientific research, something which humanities and social sciences do not agree with since there should not be any language predominance over one and another, especially if that subjugation is over a native language.

Despite of the fact that set of discussions about the importance of one language over another, the principle of universality, which associates local with global contexts, still prevails. Indeed, the association of the previous scenarios is directly related to and possible through internationalization which has, as one of its main focus, the development of exchange programs and educational strategies to benefit a great variety of communities, academic networks, and institutional syllabi. However, as stated by the UNESCO (2005), there are more specific factors, beyond internationalization, which determine the quality of education. Some of them have to do with the number of teachers assigned per student, the reliability of the infrastructure, the class materials, and the actual teacher training. Nonetheless, it is important to clarify that although there are several factors which characterize the quality of the education, professors play an important role since they are the ones who directly impact the different learning and teaching processes of the institutions.

For the past twenty years, the Colombian educational system has had a series of reforms which aimed at the implementation of new trends for language teaching instead of the same old traditional methods (Ministry of Education, 2011). As Bonilla (2012) states, two of the most critical issues that Colombians need to

deal with in regards to the educational system are the old-fashion methods implemented in language classes, and the traditional role teachers played when guiding an English session due to conservative perceptions they had. Unfortunately, there have been hardly any projects supported by the Secretariat of Public Education which promoted the learning of at least one foreign language (MEN, 2011). The Ministry affirms that this problematic evidenced very low proficiency levels in English as a foreign language for both students and teachers of different institutions. It also claims that learners do not feel the necessity and enough motivation to use that language to communicate (MEN, 2011). Taking into consideration the previous concerns, in 2004, the Ministry of Education established a general language policy called “Programa Nacional de Bilinguismo”. This program standardized the processes that were being conducted in different institutions on the grounds that they had been working in isolation; and more importantly, without any clear objectives in regards to foreign language learning.

In 2006, the Ministry of Education requested all the institutions to follow the standards given by the Common European Framework of Reference for Languages (CEFR) in order to standardize the assessment, teaching, learning and evaluation of any language program offered by those centers. This requirement is explicitly depicted in the government decree 3870 of 2006¹. Consequently, in 2011, the Ministry of Education updated the “Plan Nacional de Bilinguismo” to the

¹ Adopción de la referencia Internacional MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS: APRENDIZAJE, ENSEÑANZA, EVALUACIÓN, como el sistema de referencia para los procesos de aprendizaje, enseñanza y evaluación. Tomado de http://www.mineducacion.gov.co/1621/articles-132560_recurso_decreto3870_2006.pdf

“Fortalecimiento de Competencias en Lenguas Extranjeras” project. This new reform aims at the development of the communicative competence in teachers and students who, thus, could make part of the current global demands. Some of these demands are the acknowledgment of the most recent studies, discoveries and findings in all the academic fields. As it could be seen through these reforms, the Colombian government is aware of the importance of universality and internationalization as the core elements to improve the quality of education.

Moreover, this new conception of language teaching and learning has caused a great impact on different areas, such as science, technology, and economy. All in all, it is crucial to highlight the role of the institutions, especially universities, since it is their responsibility to guide and train new professionals with sufficient competences to successfully perform different tasks in foreign and international scenarios. As it was mentioned before, this national policy seeks to consolidate the country as a bilingual nation; that is why it is prominent to characterize the language learning processes being conducted in the different higher education institutions.

Therefore, higher education institutions are nowadays concerned with fostering the importance of learning and using a foreign language with academic, scientific and research purposes so that language users can strengthen the competences in more realistic and meaningful scenarios. For this reason, the Universidad Tecnológica de Pereira has constituted as institutional policy ‘El Plan de Desarrollo Institucional (PDI) (2009-2019)’, which sets, as one of the academic

aims, the development and promotion of internationalization for the articulation of research, teaching social projection within a multicultural environment (Oficina de Relaciones Internacionales, (n.d). This linguistic policy, however, requires a series of articulated processes/components such as formal records containing information about the professors' linguistic profile, which can contribute to the accomplishment of the PDI's objectives. Thus, the significance of this study aims to describe and articulate the necessary components to consolidate a language policy, which directly deals with the demands of internationalization in the institution. Some of the processes that are being currently carried out by the Universidad Tecnológica de Pereira are the characterization of the linguistic profile of the teachers, the immersion and teacher's training programs. Nevertheless, it is important to consider that even though these strategies are approved and supported by the institution, a detailed description and constant monitoring is needed.

As a final consideration, this research project that was conducted in relation to the language policy of the Universidad Tecnológica de Pereira could help not only the institution itself, but also the community in which students and professors are undoubtedly involved. To begin with, the institution would have access to the results of this study and may therefore develop strategies and programs to foster the importance of foreign language learning through formal instruction. In addition, more learning scenarios could be created to allow language users to utilize the target language for communicative purposes. For instance, to use English to conduct research studies related to under and post graduate programs. In addition,

professors could evidence some of the learning needs and motivational factors that have an influence on the university community's language learning processes during this study. As a matter of fact, professors will also have a direct insight on how the target language can be connected to content instruction in an English lesson. Conclusively, after identifying this gap in the University's policies, one needs to analyze and consider what it takes to consolidate this policy by finding the answer to the following question.

6. RESEARCH QUESTION

What are the internationalization components to consolidate a language policy for professors at Universidad Tecnológica de Pereira?

7. THEORETICAL FRAMEWORK

In order for this research to have a theoretical ground, four concepts guided the development of this study. Language planning and policy, which refers to the national and/or official language set on a community; acquisition planning, which concerns to learning needs to acquire properly a language; bilingualism, which is the ability of using two different languages in the same context appropriately; and motivation which describes the effort and satisfaction that the individual make and obtain correspondingly to work and strive for learning a language. Language planning and policy was explored through the contributions by Cooper (1989), Bastardas-Boada (2002), and Ruiz (2002). The concept of Acquisition planning was explained based on Cooper (1989), Lambert (1995), and Ruiz (2002) ideas on the matter. Ideas and arguments by Baker and Jones (1998), Bhatia and Ritchie's (2006), and Salle (n.d) were presented to support the construct of Bilingualism. Finally, theoretical contributions were pointed out by Gardner (2001), Harmer (2007), and Ebata (2008) to expand knowledge about the role of motivation in learning.

Language Planning and Policy (L.P.P)

Over the years, the study of language planning has focused prominently on analyzing, delineating, and reporting how new or already planned languages and varieties are progressing since its establishment in communities. As a matter in fact, fostering studies focus on orienting subject matters concerned with problem-

solving language, community linguistic behaviors such as how speakers produce utterances in certain settings, and even studying critically the field itself. In other words, L.P.P concerns about defining and describing; for example, what methodology, techniques, and type of assessment must be implemented in a language community.

Generally speaking, although the field is generally named 'language planning and policy', the use of this term entails a wide definition since it actually refers to three types of planning, which are corpus, status and acquisition planning. The former concept refers to, according to Baldauf (1989), planned variations made over the current structure of a language; the next concept, which is supported by Cooper (1989), is defined as institutional level activities that study authority decisions made to maintain, extended, and restrict the range of uses of a language in particular settings; the latter concept, which is described by Ruiz (2002), makes reference to as a system which defines how a target language is promoted, what curriculum and instructional materials need to be implemented, and what assessment system is required to be conducted for monitoring learning development processes. Various definitions have been proposed to describe L.P.P; nevertheless, what is pivotal is to have a general knowledge about definitions supported by Cooper (1989), Bastardas-Boada (2002), and Ruiz (2002)

Based on Cooper's (1989) remarks, language planning and policy is a system which is concerned with stating how one or more languages are acquired, promoted and established. It also represents coherent efforts by individuals,

groups, and organizations to influence how one language is developed and used. According to Cooper (1989): “Language planning and policy refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, and function of language codes” (p.24).

Even though it is relevant to mention the effects of government language planning legislation on the unification of a country from a linguistic point of view, we cannot say this concept is related only to establishing what language is the official in a bilingual or multilingual society, but defining what peoples’ needs are to be satisfied, some of which proclaim reinforcing cultural identity and gaining international recognition through language establishment.

Another important remark towards the definition is made by Bastardas-Boada (2002), who says that ‘language planning and policy’ is a macro-level dynamic research in pursuit of appropriation of language in an educational system. Since the implementation of practices which analyze community’s attitudes and thoughts influenced by how and why people respond to different linguistic changes, the target language has been subject to change regarding its objectives, goals, and use. Moreover, he adds that “The term language planning and policy is seen as a tool for establishing standardized national languages as a part of modernization and nation building” (p.28).

In general, some of the aspects stated from Bastardas-Boada’s (2002) contribution are worth highlighting, and it is through the implementation of

language planning policies that societies can legally develop, modernize and standardize themselves; thus, linguistic ideologies, preferences, and rivalry among communities could disappear. However, this process can surely be achieved successfully if language policies are created based on reliable diagnoses of reality, researching the importance of the language establishment and adaptation in different context.

The latest approach regarding language planning and policy is given by Ruiz (2002) who states that they are interventions made in order to determine how a language is used, bearing in mind influential political, social, and economical issues. Furthermore, he claims that those efforts are natural phenomena in which any language, without exception, is exposed to change in any circumstances, depending on the speakers' uses and needs. As a result, Ruiz (2002) states that "Language planning and policies are responses to the presence of particular language communities' needs rather than a need or desire to improve or expand language practices" (p. 157).

Undoubtedly, it is possible to infer from Ruiz (2002) contributions that the relevance of every language policy should be planned based on what societies need to promote culturally; within the such as customs, beliefs, and behaviors, linguistically such as idioms, phrasal verbs and proverbs, and politically such as laws and norms. Issues that surely affect language learning and teaching processes and force any language to change expecting a progress or regress made by what and how speakers deal with the language in real situations.

Gathering the three authors' remarks towards the concept, we can say that policies are deliberate efforts planned, organized and developed by not only a governmental, but private and social institutions. Their focus resides on the incorporation of a foreign language into the place where the native language is already settled. In other words, how they together co-exist in the same context or setting. This term comprises an entire analysis of the learning environment; for instance, how the language is acquired, how the language is adapted to socio-cultural aspects in specific domains (the language used in occupational, educational, academic settings).

Acquisition Planning

One of the concerns of Language Planning and Policies is to explore one of its complex and researchable fields which is 'acquisition planning' whose aim is to describe how a particular community acquires a foreign language(s), bearing in mind its status (language's prestige), distribution (where is geographically spoken), and literacy through education. Moreover, this concept is also historically used to refer to a national, state, or local government system associated with stages to be taken to plan and promote new target languages into educational and government institutions.

In general terms, as the writer Lo Binco (2010) states, when the aim of a government is to plan the establishment of languages and acquire them successfully, there must be the presence of certain conditions, some of which are

updated instructional materials such as textbooks; modern infrastructure; excellent teacher training; challenging curriculums, enough exposure to language use, among others. As a matter in fact, those are requirements that a globalized world is daily demanding to language communities for developing communicative skills such as socio-cultural knowledge (social conventions, ritual behaviors), intercultural awareness (context and social diversity), and knowledge of the world (study of entities of the world and its meaning) in order to be part of any bilingual or multilingual society. To spread the knowledge of this prominent word, following there is a complete description of 'acquisition planning' explained firstly by Cooper (1989); then Lambert (1995); and Ruiz (2002) who will state and characterize the analysis of the concept 'acquisition planning'.

Firstly, Cooper (1989) defines 'acquisition planning' as a process which is focused on studying, identifying, and satisfying learning needs such as the communicative competences to be developed, expectations and goals, techniques, assessment systems, among others, stated by particular community, who is exposed to acquire a foreign language(s) and increase the numbers of language users. As a result, methods are seen as 'practical strategies' to be implemented for achieving goals so that the types of achievements characterized define the basis to direct how language acquisition process is developed. Indeed, Cooper (1989) describes three methods, distinguishing them by their focus, stating that "Methods designed primarily to create or improve the opportunities to learn, those designed

primarily to create or improve the incentive to learn, and those designed to create and improve both opportunities and incentive simultaneously” p 62.

Evidently, the first type of method requires classroom instruction, materials’ development, and production of literature, and media such as newspaper, television, and radio programs in the target language. In concern to the second type, it refers to the inclusion of the target language in all domains; for instance, setting of language prerequisites for employment (occupational domain). Finally, methods that provide more enhances for opportunities and incentive emphasize on forms of bilingual education.

Secondly, in his article about Language Policy in Multilingual Societies, Lambert (1995) explores ‘acquisition planning’ as an organization of language teaching within the formal education system, which he considers to be a subject of what is sometimes called ‘acquisition policy’. Moreover, his focused bases studying this planning as “the coordination and integration of decisions made for covering linguistic holes in a timely manner and at a reasonable cost” (p. 54). Those decisions, the researcher adds, also foster the prominence of foreign language learning and fill in linguistic gaps which arise; for instance, with immigrants who should be educated linguistically to provoke maintenance and use of language skills in their host country. Certainly, it should not mind how many economical sources are invested in language services such as interpretation, but supply education to new language users in order to master the target language as soon as possible and adapting it to their language behavior and cultural identity.

Eventually, Richard Ruiz (2002) explains that ‘acquisition planning’ is a system integrated into a larger language planning process in which the statuses of languages are evaluated, linguistic changes are revised, and the modifications are finally introduced to language communities on a national, state or local level, ranging from primary schools to universities. Ruiz (2002) points out that there are six main goals of ‘acquisition planning’ which are established in the following order: “We should decide what languages should be taught within the curriculum; determine the amount and quality of teacher training; involve local communities; determine what materials will be used and how they will be incorporated into syllabuses; establish a local and state assessment system to monitor progress; and determine financial cost” (p. 45).

Undoubtedly, ‘acquisition planning’ falls back on methods that design, determine, and characterize education systems of societies, affecting from syllabuses to teachers and learners. The acquisition development process does not merely consist of defining goals in order to be achieved within a certain period time, but entails how linguistic behaviors will be modified categorically according to two of the necessities of the world, some of which are internationalization and bilingualism.

Although the illustration given by Lambert are relatively close to the study of ‘acquisition planning’, aspects of status planning are involved as well, especially with the issue of “language services” on the grounds that they are connected with the status that language(s) and its speakers have in a given context, considering

'the principle of necessity' which is the recognition of individual rights of citizens; 'the principle of bilinguality' which consists of recognizing and accepting a foreign language(s) within a certain area; and 'the principle of validity' which explains the recognition of the native language and foreign language(s) as equal in a society (Van der Plank 1995). Commonly, as a result of this process, we encounter policies regarding Bilingual education.

From a general perspective, acquisition planning refers to how the language will be learned or acquired based on established policies. That is, dealing with the promotion and development of the language acquisition process in schools, institutes, universities, all fostered by teachers, learners and directives who are involved in language communities. Furthermore, this concept entails the evaluation and assessment of the process carried out for the acquisition of the new language, which controls the characteristics of the language such as idioms, language history, register, proverbs, etc. In other words, it controls and manages what, how, why, when and where languages are to be studied. In the next section, this concept will be explored and defined through different contributions made by several authors.

Bilingualism

Currently, language policies, in certain places, aim to promote the use of a different language apart from their mother tongue. In the case of countries like Colombia; for instance, the government seeks to develop the use of English as a

foreign language in academic, professional and economical settings. Thus, whenever we talk about the utilization of two or more languages by one person or a certain group of people, we refer to 'bilingualism'. In an overall concept, 'bilingualism' is defined as the ability of incorporating two language systems into an individual's language 'repertoire' so that it can be used for different purposes whether you are to go to the church, to develop an academic or economical task, for example.

Based on Bhatia and Ritchie's (2006) remarks on the topic, 'bilingualism' refers to the knowledge acquired and the application of more than one language by individuals or groups of people. In further analysis, the researchers have inquired about the complexity of this concept since being bilingual comprises not only language knowledge, but a great control over "psychological and socio-cultural linguistic behavior and has multi-dimensional aspects [...]" (p.114). An important appreciation made by Haugen (1953) in Bhatia and Ritchie (2006) regarding the definition of bilingualism, states that an individual can be considered as bilingual when he/she is able to fluently communicate in one language, and to produce accurate and fully significant utterances in the other language.

Among their latest appreciations, Bhatia and Ritchie (2006) consider 'bilingualism' to be defined as "individuals or groups of people who obtain communicative skills, with various degrees of proficiency, in oral and/ or written forms, in order to interact with speakers of one or more languages in a given society" (p. 115). Certainly, the promotion of bilingualism in any academic context

will entail the development of international relationships by expanding the view and integration of education in the globalized context we are in nowadays.

In the Encyclopedia of Bilingualism and Bilingual Education, Baker and Jones (1998) explore 'bilingualism' as a possession and a characteristic of mastering 'two tongues' by single groups, communities, or particular regions. Moreover, researchers add that both languages; for instance, English and Spanish, must co-exist in a process of rapid change, living in harmony, one rapidly at the cost of other, or sometimes in conflict.

Eventually, the applied researcher and philosopher Salle (n.d) describes the concept of 'bilingualism' as a sociolinguistic phenomenon that is not only concerned to 'communicating in two linguistic systems', but also refers to political and demographic considerations as Tovar exemplifies, what language(s) is spoken and how and when it is used by majority and minority communities.

Furthermore, the researcher supports that despite of the fact that this concept should be considered as "something entirely relative because the point at which a learner of a second language becomes bilingual is either arbitrary or difficult to determine (Romaine, 1995), it may be generally explained as "the linguistic alternation of two languages"; definition that is illustrated by Salle (n.d), as when a speaker has the ability to master either one official and national language, two official languages, or two national languages.

As it has been said by the previous author, bilingualism does not only mean to be success when communicating in other language, but also it refers to how speakers are linguistically affected and assimilate cultural and political changes caused by a language. The conception of this phenomenon is constantly discussable on the grounds that there will be still the debate when stating that people are just bilingual speaking two languages, or when they also adapt to a new culture and social behaviors, and cognitive processes are developed due to the presence of two language systems.

It is prominent to highlight the word 'co-exist' stated by Salle (n.d), due to the fact that it remarks one of the consequences of 'bilingualism' as a linguistic phenomena which is the necessity of establishing and living together with recognized language systems, accepting their distinct evolution, social and cultural prestige, and corpus (linguistic changes). In other words, language status, language conflict and language corpus are concerns, not to be ignored, which are subjects to be studied by planners or researchers when planning new language policies in any setting.

By unifying the authors' remarks, we can, thus, understand bilingualism as the individual's ability of incorporating two linguistic systems into one. Moreover, bilingualism has to do with the knowledge of these entire systems; this means, that a bilingual person will be able to deal and manage the linguistic, pragmatic and socio-linguistic aspects of two different linguistics. In the following paragraphs, we

will discuss how through the role of teachers in general, bilingual education and policies can succeed in a certain context.

Motivation

Undeniably, motivation has been a core point of debate at the time of exploring learning, so that it has made to seek, discuss, and highlight its vital role among teachers and professors, (Harmer, 2007). In general terms, Within language learning, this concept creates the drive to achieve, enjoy, and experience a successful learning process within real communication. However, in order to expand some knowledge about its meaning and importance towards language learning, three remarkable researchers will be cited to comment on such idea.

Based on Gardners' (2001) remarks, the term motivation refers to an internal impulse and urge to cope with different activities and processes in order to achieve a specific goal. The author also relates the term motivation to the desire and effort of accomplishing a particular objective. Another relevant contribution made by Richards and Schmidt 2001 in Gardner (2001), defines motivation as "a combination of the desires, attitudes, and willingness of learners to expend effort in order to acquire and learn the second language" (p.343). In other words, motivation involves more than a single process, but a group of distinct and unique attitudes and wishes to succeed in certain situations. If a learner does not portray a positive and flexible attitude, it is unlikely for him to achieve his goals.

The author also states that motivation deals with and analyzes the elements and variables which might have an impact on the student's actions and perceptions. I.e. how students respond towards an institutions policies and the language itself, for example (Abu-Rmaileh 2000 in Gardner, 2001). Finally, some of the latest contributions supported by Gardner (2001) describe two types of motivation: Intrinsic and extrinsic. The former term is related to a feeling of welfare and doing any action in order to satisfy a particular need. The latter term is concerned with an external factor or reason (a physical award or reward) which affects the development and results of a task, plan or activity.

In addition, ccording to Harmer (2007), "motivation is 'an internal push' which persuades someone to do things in order to achieve something" (p. 98). Also, he poins out that motivation is 'a state of cognitive arousal' which causes a 'decision to act', so that it is necessary to make a physical and intellectual effort to achieve some previously set goals. Although it is noticeable to see authors' point which is described as an ardous and constant struggling to accomplish what is established,it is necessary to keep in mind the strength of that motivation since it depends on how much value the individual places on the outcome. To illustrate the above-mentioned, while adults may have vague or defined goals, children's goals may be more complex to describe.

In the same fasion, important contributions towards this concept have been also given by Ebata (2008) who defines motivation as process of planting seeds of self-confidence in language users so there is a successful and effective

communication. Moreover, the author highlights how important the role that motivation plays in language learning. By this, Ebata (2008) also argues that motivation permits learners remain interested and willing to continue the learning process even after its goals have been achieved. In other words, a motivated learner will engage himself into learning even though the targeted goal has been completed. Therefore, Ebata (2008) suggests that this concept is a compilation of three core elements, which are “self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners” (p. 2). He strongly believes that these elements constitute the bases for developing a high level of motivation in learners.

As it was mentioned before, motivation demonstrates to be correlated to a great variety of processes and concepts which might enable or negatively impact learning (Ebata, 2008). The authors agree, as it could be seen that, there are different factors, such as self-confidence, feeling of well-being, personal satisfaction, clear goals, among others, which have a solid connection with motivation. All in all, the process of learning is directly affected by motivation. Students often find different sources of motivation in different economical, academic, and professional areas. This allows then learning to be more meaningful and more effective.

7.1 LITERATURE REVIEW

Several studies on the topics of bilingualism and internationalization policies have reported results concerning the management, the innovation, and the challenge of the application towards said problems. In Miranda and Echeverry's (2011) research study, the data collected suggest that the implementation of the Bilingual Colombia Program (BCP) has affected the development of English as a foreign language in institutions (schools and universities) where there have been a restructuration in the curriculum and the contribution from different sectors of the city and/ or region. In Clavijo, Guerrero, Torres, Ramírez, and Torres's (2004) study, the participants expressed that curricular innovations were based on students' needs and interests. In their study, Gonzáles and Sierra (2005) describe how Colombian teachers apply different methods, such as reflective practices, journals, research, among others to achieve a higher status in their professional settings.

Miranda and Echeverry (2011) developed a qualitative research study on the conditions for the implementation of the 'Bilingual Colombia Program' (BCP), and on the role of the schools administration for the accomplishment of this policy. The participants in this study were twenty-two private educational institutions of monolingual tradition, where English is taught as a foreign language or for research purposes, located in strata 1 to 4². The research study was carried out in the

² Los estratos más altos, el 5 y el 6, fueron excluidos del estudio, en tanto en ellos predomina la enseñanza del inglés como segunda lengua y ofrecen

capital of the Colombian valley, Cali. The researchers adopted a mixed method ³for the collection of data; both quantitative and qualitative techniques were evidenced during the process of investigation. Statistics, correlation of the information and surveys were used as data collection instruments. The researchers analyzed the data by gathering information from the surveys and statically grouping it in opened questions and multiple choice formats in order to identify the actual state for the implementation of the policy, and to have a general perspective of the institutions. In this way, the characteristics of the institutions and the particularities regarding the time, area and size of the groups for English language sessions were evidenced through these techniques.

According to the findings in Miranda and Echeverry (2011), the importance of the implementation of the BCP resides in the well developed administration from the direction of the institution, the financial sector, the academic sector and the community sector. Within the directive administration, the mission and vision of the institution, as well as the role and knowledge of the teachers about the policy play a crucial role in the implementation of the BCP. Regarding the financial sector, elements such as the registration process, the transportation or health services have to do with the appropriation and influence in the implementation of the BCP. The academic sector needs to be in charge of leading the educational processes

programas de intensificación del inglés... mayor que en los colegios de tradición monolingüe” (p.81)

³ [...] la realidad social es una totalidad de dimensiones objetivas y subjetivas y la objetividad científica exige que las dos sean tenidas en cuenta porque el comportamiento social explícito está cargado de valoraciones implícitas que lo condicionan y lo hacen posible (Mixed method definition by Bonilla y Rodríguez, 1997, p. 27).

and organizing the different guidelines for a successful incorporation of the policy. Finally, the community sector solved immediate needs that required the attention of the society like meetings, promotion of the foreign language and activities in which parents and the community in general could participate towards the development and application of the policy.

Similar outcomes derived from an interpretative qualitative research study conducted by Clavijo, Guerrero, Torres, Ramírez and Torres (2004) with forty-five teachers from eleven different schools in four districts in Bogotá, who worked in primary and secondary education; all of these teachers held B.A.s in the field of education. Also, seven university-based researchers, all of whom work as teacher educators at different universities in Colombia, were part of the investigation. Finally, two international advisors, who came from the exchange of research agreement between Distrital University and the University of Massachussetts, contributed to the development of the research. This study was conducted in eleven public institutions from four school districts: Usme, Ciudad Bolivar, Restrepo, and Kennedy in the city of Bogotá.

The researchers used an interpretative approach taken from Cochran–Smith and Lytle (1993), cited in Clavijo et al (2004), which focuses on the observation and understanding of the innovation processes within the language policies developed by teachers of the research area. The procedures for the data collection

were divided in three different stages: first, gathering and classifying written documents and video recordings; second, the selection of the sample population, “From the twenty-six institutions participating in the Professional Development Program (PDP), we only selected eleven and forty-five teachers with the purpose of having 50% of the total group for our data analysis” (p.18). The last stage consisted of designing the instruments that were going to be used for group and individual interviews. Individual and group interviews, progress reports (orally and videotaped), written reports, field notes and personal information questionnaires were the instruments used for the data collection. The researchers analyzed the data by randomly selecting five individual interviews out of forty-five which were carefully analyzed.

The researchers were seeking for commonalities between the video transcripts, the final reports, the individual interviews and the written projects reports. Regarding the organization of the data collected, Clavijo et al (2004) determined that the construct in one part should be homogeneous, having all similar items in one column; on the other part, categories ought to be heterogeneous; that means, all different information placed in this column must be clear and outstanding; finally, there was a process of triangulation, in which researchers combined the different instruments for the data collection and came up with the main categories and stages of the innovation process: “Shifting the focus of the school curriculum. Adopting a curricular perspective to support innovative

practices. Acting reflectively and dynamically in the innovation. Identifying the area of intervention, Planning the innovation, and carrying out the innovation” (p.21).

In their study, Clavijo et al (2004) found that participants acted both as solvers and problem posers regarding the processes of innovation of the curriculum; indeed, team-work construction of the language curriculum was promoted and supported by the different views teachers had towards the implementation and addition of language and literacy aspects within the curriculum content. Nevertheless, the teachers also based those processes on the social setting and students’ needs (socio-economic, affective and learning needs). Regarding linguistic planning, the teachers could identify that the use of more pedagogical intervention could have impacted students’ learning; and also, it could have increased motivation and commitment towards the new methodologies to be applied. Finally, participants showed different strategies such as group dynamics, conceptualization of the nature of literacy, tutor and parents’ interaction and consensual activities during the group sessions which made a critical part of innovation.

In a related research, Gonzáles and Sierra (2005) carried out a qualitative study on the techniques teachers implement in order to develop their professional profiles. Techniques like attending and presenting in international conferences, networking and doing research, etc. The participants in this study were a total of eighteen teacher educators from different regions of Colombia. Sixteen of them made part of teacher education programs in public and private universities, some

as professors and some others as program coordinators. The other two were retired professors working as part-time instructors in teacher education programs. The study was carried out in one of the major cities in Colombia, Medellin. Focus group sessions, teachers' narratives, some in-depth interviews and a questionnaire on demographic and job related information were used as data collection instruments. The analysis of the data consisted in recording the focus group sessions and transcribing them using regular orthography. Each participant was contacted after the group sessions in order to make a comparison between the transcripts and their testimonies using the in-depth interviews. Therefore, there was a session of an individual reading, given by the researchers, in which themes and units of meaning were identified. Then, categories of professional needs and mechanisms to meet them were proposed by the participants. Finally, data triangulation was used with the three different sources of information.

According to the findings in Gonzáles and Sierra's (2005) study, the participants expressed that reflecting on their teaching practices, making part of research studies, teaching highly demanding courses, and sometimes investing financially in different activities like national and international conferences are key points in order to enhance their professional preparation. However, there is quite hard to attempt to be part of these alternatives due to the financial restrictions which directly affect language teachers in their way to improve their profiles. Moreover, the participants claimed that in order to achieve the enough

professionalism necessary to be competent in society, Colombia needs to clarify the policies regarding the promotion and standardization of professional growth

8. Methodology

Type of study

The current study drew on the use of qualitative studies for data collection and analysis to give an answer to the problem posed. According to Denzin and Lincoln (2000), qualitative research seeks to understand a given research problem or topic from the perspective of the local population involved, regarding its values, opinions, behaviors, and social context. Furthermore, Vockell and Asher (1995) consider the development of deep interpretations of human perceptions and behaviors, with a low level of bias, the main aim of qualitative research. In these order of ideas, this study was classified under the category of a qualitative case study. This term was concerned with following the specifications of a particular project and establishing some limits to prevent the researcher to lose the thread and diverge from the main topic (Vockell and Asher, 1995).

Within the process for data collection and its analysis, qualitative research gathered information from a particular group of people in a specific setting through different instruments such as interviews, questionnaires, observations, journals, surveys, etc, which according to Thomas (2011), they are essential to this kind of research. Thus, this method was used by researchers to offer strong and more reliable information of the study, providing a better understanding about participants` needs, perceptions, suggestions, opinions and attitudes through the implementation of interviews and questionnaires.

Context

The current research study was conducted at the 'Universidad Tecnológica de Pereira' which is a state institution located in 'Pereira' city (Risaralda - Colombia) with an area of 29.14 hectares surrounded by natural landscapes. This university started to work in this community opening its doors on March 4th, 1961 under the leadership of its founder and first Director, Dr. Jorge Roa Martinez, who was a lawyer and politician . This institution has a public character, and it comprises nine faculties, in which fifty-five undergraduate programs and thirty-one postgraduate programs, plus twenty master degrees and four doctorate programs are developed. Moreover, the institution reports, in 2012 as its population, about sixteen thousand students and one thousand professors at different engineering, technological, bachelor, industrial, chemistry, electric, mechanics, healthcare, informatics, arts, and humanistic programs.

The status of being a public institution makes the university serves ethnical groups, sportspeople, and people who reside in different cities of the country as a center to educate professionally and be competent in distinct academic fields. Indeed, the university is equipped with a wide range of technological, humanistic, scientific, audio-visual, and artistic resources which categorically facilitate to the success and development of research, social projection, and learning. One of the institutional visions of the Universidad Tecnológica de Pereira, by the year of 2019, is to be a leading institution in the region and the country in terms of teaching and learning competitiveness, research, innovation, extension, and social projection.

Setting

The Universidad Tecnológica de Pereira, as one of the aims of the 'Plan de Desarrollo Institucional' policy (2009-2019), fosters internationalization through bilingualism due to its aim at developing communicative competences in foreign languages such as French, Chinese Mandarin, German, and especially English, considered as the most Universal and widely language used around the world. Consequently, there are two different scenarios where foreign languages are learned in the university: The Instituto de Lenguas Extranjeras (ILEX) which is a private center that offers English courses to all the undergraduate students of the institution; and the 'Licenciatura en Lengua Inglesa' (E.L.I) degree which is an undergraduate program that prepares learners to be English as a foreign language teachers.

Currently, in the case of English language learning, one of the actions offered to professors of the University is to get them involved in language programs, taking available and free courses at the Centro Colombo Americano institute located in Pereira where they are exposed to interact with the target language for approximately six hours per week. This agreement between the Universidad Tecnológica de Pereira and the Colombo institute was created as a strategic effort to provide professors with the appropriate competences in English. This previous action is taken and considered by the university as the first step to promote a bilingual education through training professors who, based on the university's

claims, are the first ones in charge of promoting the importance of foreign language learning in the target institution.

Participants

The subjects of the present study were initially 500 hundreds professors from the Universidad Tecnológica de Pereira. This number of participants was provided by the Vicerectoria Académica after researchers requested the group of professors who were available for the study. However, after sending them formal invitations to participate, only 354 of them actually presented the Oxford Online Placement Test (OOPT). This target population was characterized by having a great number of post-graduate, specializations, master degrees, and doctorates. In regards to their role in the Universidad Tecnológica de Pereira, professors are in charge of leading many different areas such as, research, advisory, teaching, and administration of under-graduate and post-graduate programs. Concerning the personal description of the participants, their ages ranged from twenty-six to sixty-five years old; moreover, the group was characterized by a mixture of both genders in which men, with a number of 223, predominated over women, with a number of 131; and they both had different backgrounds in different areas of industry, chemistry, electricity, mechanics, healthcare, informatics, arts, and humanities.

According to Webster (1985), the selection of the participants needs to be narrowed through a process of sampling that refers to the procedure, in which a representative part of a population is selected with the idea of extracting and

determining who will be involved in a research. Based on this, In order to conduct the online-questionnaires, a list with the professors enrolled in the language training programs at the Colombo Americano Institute was provided to the researchers by Vicerectoría Académica. From this list of 61 professors, 20 were requested to complete the online questionnaire. Professores were randomly selected by their type of contract in order to assure the full participation. Nonetheless, after weeks of constant and formal invitations, only 17 educatores filled in the online questionnaires.

Data collection

Due to the fact that this was a qualitative study, the data collection was implemented to gather the information needed. As it was previously mentioned , the purpose of this study was to collect data related to professors` attitudes, reactions and perceptions towards the strategies (training and immersion programs) implemented by the university. The study also aimed at the identification of the professors' profile and experience regarding the use of English as foreign language. Thus, due to the type and nature of the study, this method was implemented by the researchers to offer more reliable information of the research, giving a better understanding about participants` attitudes and points of view through the implementation of the following data collection instruments:

Interviews

Interviews, as stated by Freeman (1998), are “structured oral or written

exchange with someone, whose aim is to gather information or perceptions from participants in the study” (p. 216). In other words, interviews refer to the process of collecting personal information from candidates of a study through oral or written interaction. The purpose of implementing this technique was to collect opinions, perceptions and attitudes towards the results of the OOPT taken by the professors of the University last year. In addition, this instrument sought to extract information regarding the strategies and methodologies used for the promotion of English as a foreign language. For the development of these interviews (See Appendix 1), which were applied to all the deans of the nine faculties of the University, a series of letters and e-mails were sent to the different departments in order to request the permission for carrying and applying them. Finally, the participants received the statistic results of the diagnostic test which were used as the basis for the elaboration of the interview. The average length of the interviews was between ten to fifteen minutes.

Online Questionnaires

Questionnaires, according to Fisheries and Aquaculture Department (n.d), refer to a data collection tool in which written questions are presented and answered by the respondents in written form. In this research study, the implementation of questionnaires sought to gather data regarding different attitudinal and motivational aspects of the professors who were linked to the process of learning a foreign language in an English language institution in Pereira. In order to simplify the data collection process in terms of easiness, eighteen

professors, who were randomly selected from different English courses, were sent an online questionnaire through the Google Docs platform so that they could consciously and honestly complete it without being pressured by the time constrain. In fact, the time expected to do the online questionnaire by the professors was from eight to ten minutes approximately, having availability to use the University's or the Gmail account to complete it. The participants thus interacted with this tool after they had started taking the English courses in the language institute; this means, questionnaires were sent in the middle of the courses (during the process) where the data collection was crucial.

Oxford Online Placement Test (OOPT)

The Oxford Online Placement Test (OOPT) is defined, according to the Oxford English Testing (2012), as a flexible computer test which adapts its questions to the user's knowledge and language competence. It only exposes the learners to the questions that are appropriate for their level. The software analyzes each answer periodically and estimates the complexity of the next series of questions to be answered. The purpose of implementing this test was to identify and characterize the linguistic profile of the professors from the University. This test measured the test taker's listening, use of language and reading skills, yet without addressing the speaking and writing abilities.

Moreover, the OOPT results are delineated by the parameters stated on the Common European Framework of Reference for Languages (CEFR) which is a

guide characterized by containing the standards and achievements necessary to be catalogued in a specific level of language competence. Furthermore, the placement test reports the results on a scale of 0 to 120 with 20 points corresponding to each CEFR level (e.g., A score of 15 would correspond to the CEFR A1 level). These levels rank from A1 level, which refers to the lowest level of language proficiency, in contrast to the C2 level, which describes the highest level. However, the researchers in order to have more accurate results added a new level A0, to classify those professors who did not achieve the basic requirements to get A1 level (with a score of zero to one correct question). The levels for this study are A0, A1, A2, B1, B2, C1, C2, which are interpreted in this way: A0 level, Beginner Low; A1level, Beginner; A2 level, Elementary; B1 level, Intermediate; B2 level, Upper Intermediate; C1 level, Advance Mid; C2 level, Advance high. See chart 1).

Chart.1 Level Score Range	
A0	0- 1
A1	2 - 20
A2	21 - 40
B1	41 - 60
B2	61 - 80
C1	81 - 100
C2 >	101 - 120

The researchers also took the decision to split four levels of the CEFR into sublevels, (A1.1, A1.2; A2.1, A2.2; B1.1, B1.2; B2, B2.2), in order to have more precise data about the professors' training in relation to the use of a foreign

language. For example, a professor with a score of twenty one and another with a score of thirty nine will get the same level (A2), but with the incorporation of the sublevels, the first educator will be placed at A2.1 level, in contrast with the second professor who will be placed at A2.2 level (See chart 2 below). Nevertheless, it is important to clarify that for the characterization of the professors' linguistic profiled only was taking into consideration the levels named above in the chart1, (A0, A1, A2, B1, B2, C1, C2), because of the placement test OOPT does not handle the sublevels.

Chart 2. Score of the OOPT	
Common European Framework' levels	Score of the OOPT
A0 level	0 - 1
A1.1 level	2 - 10
A1.2 level (real)	11 - 20
A2.1 level	21 - 30
A2.2 level (real)	31 - 40
B1.1level	41 - 50
B1.2 level (real)	51 - 60
B2.1level	61 - 70
B2.2 level	71 - 80
C1 level	81 - 100
C2 level	101 - 120

Finally, for the implementation of the diagnostic test, the participants were contacted by e-mail which included the necessary information for the inscription

and the schedule for the presentation of the test. The approximate time needed for the implementation of this test was from fifty to ninety minutes.

Researcher`s role

The role of the researchers in this research study was 'non-participant observers', defined by Larsen, Freeman, and Long (1991), as the act that implies observing, taking notes, and recording activities without taking part of them. Thus, this project had three researchers who were in charge of extracting information using different techniques, without interacting with the participants whatsoever. Furthermore, this study was developed into three stages: In the first stage, the researchers implemented a diagnostic test to identify the professor's linguistic profile in relation to the use of a foreign language; in this case, they solely had to monitor how the test was being developed by the professors. In the second stage, researches sent an online questionnaire to the trainees who made part of the English Institute, which was in charge of guiding professors in the development of English as a foreign language. Finally, the researchers interviewed the deans of the faculties who were responsible for the international agreements and the selection of the candidates who made part of the "immersion programs" offered by the institution.

Data analysis

As Fraenkel and Wallen (1996) suggest, in any research study there should be the implementation of different instruments in order to keep and enhance

validity and reliability during the data collection process. For that reason the analysis of the data was developed through the use of the following three instruments: the OOPT (Oxford online placement test), interviews and questionnaires. The results obtained through the analysis of the data collected from these instruments contributed to the solution of the following research question: What are the internationalization components to consolidate a language policy for professors at Universidad Tecnológica de Pereira?

Once the information from the three methods was gathered, there was a process of consolidating, organizing, codifying, and categorizing the quantitative and the qualitative data.

Quantitative Process of Analysis

In regards to the quantitative data collected from the OOPT, in this research project, the information was, firstly, classified and organized into groups: the first one contained the results from the OOPT, as it was mentioned before; the second one consisted of the data collected from the interviews made to the deans of the University; finally, a third group was made from the online questionnaire which was sent to the participants of an English language training program.

After having collected the data from the first instrument, there was a process of organizing the results in alphabetical order, starting from participants whose last name began from letter 'A' to letter 'Z'; then, they were categorized depending on the faculty and the level achieved. All this information was displayed on a

spreadsheet in order to illustrate the total number of professors who presented the diagnostic test. Furthermore, a second spreadsheet was created to classify the professors according to their respective faculty, and more importantly, to measure and characterize the percentage of participants who achieved the different proficiency levels established by the adaptation of the standards stated in the Common European Framework of Reference for Languages (2001).

Qualitative Process of Analysis

The information gathered through qualitative methods was consolidated and analyzed through the systematic process stated by grounded theory (Glaser and Strauss, 1999). Moreover, as stated by Walker and Myrick (2006), in grounded theory, data need to be broken into segments which can be further categorized according to their commonalities. That is why, in this study, for the codification of the data collected and the procedures to be followed, the researchers were based on the following process: “gather data, code, compare, categorize, theoretically sample, develop a core category and generate theory” (p.5).

In regards to the interviews, the researchers firstly, in advance, had printing worksheets with the questions made in each exercise, and below them, each answer provided by the deans was immediately taken as field notes and finally typed digitally in order to properly analyze them. The prominence of having written documents on time during the interview, as it is said by Fraenkel and Wallen (1996), was to diminish categorically distortions owing to selective forgetting, that

is, to keep literal opinions and contributions stated as if they were recorded. Then, the information was classified into groups according to their differences and commonalities regarding specific topics, for instance, language learning strategies, language policies, immersion programs, etc. Also, each of these groups was labeled under different colors. Then, the interview was given a code (I = Interview) since it represented the type of instrument used; moreover, the information was coded depending on the amount of deans who participated (D6), the number of the question (Q2), and the faculty they belonged to (II = Ingeniería Industrial). E.g: ID1Q1II. (See appendix Coding 2)

Concerning the online questionnaire, the data collected from this technique was used to enrich and reinforce the information gathered from the other two instruments, the Oxford Online Placement Test (see below), and the interviews done to the deans. In the first place, the link of the questionnaire was sent to the professors' e-mails along with a formal message (See appendix 4. Questionnaire Message) that contained the instructions to follow and the purpose of the study. After the professors filled in the form, the researchers proceeded to download the answers in a spreadsheet file. Having all the data in that format, the information was coded by following a similar process as the one used in the interview analysis.

The questionnaire received the code of (C1=Cuestionario) due to the fact that it was the representation of that instrument. The professors were then labeled by the code (P) followed by a number that reflects the position in the spreadsheet. That is, (P1) was the code for the first professor who completed the file; (P2) for

the second, and so on. Finally, the question which contained information about the necessity professors have in regards to learning a foreign language received the (Q12) code due to the number of the question; e.g. C1P1Q12 (See appendix 3. Questionnaire Coding)

It is crucial to consider that professors also included the reasons why they were enrolled in the English training courses. In order to codify this data, the researchers included the same general code for the questionnaire (C1= Cuestionario); furthermore, the rest of the information was assigned with a code depending on the nature of the question (R = Reasons or S= Suggestions); the order in which the form was completed (P1 = Professor 1). E.g. C1RP1 and C1SP1 (See Appendix 3. Questionnaire Coding).

9. ETHICAL CONSIDERATIONS

Different morally correct procedures were taken into account before and during the present study in order to conclude it confidentially. First of all, before developing the OOPT exam, the professors, whose names were not revealed, received an e-mail which explained what for and when the test would be developed. In addition, professors were informed about the benefits this test entailed in terms of professional reflection and growth (See appendix 3. Exam Invitation). There was, also, a similar procedure regarding the implementation of the interviews and the online questionnaires, in which the invitation and parameters to complete the form were sent via e-mail. Some of those points explained the time needed to develop the questionnaire, the confidentiality in the results, the characterization of the study, and its purpose (See appendix 4. Questionnaire Request).

Finally, before conducting the interviews, each Dean received a formal request through the internal platform of the university, and was asked about their

availability for conducting the interview (See appendix 5). Consequently, a printed version of the test's results was given to each Dean so they could objectively respond to the questions made. It is important to consider that in order to implement each one of the instruments, the participants were told about the confidentiality and anonymity of the results obtained in each stage of the research study.

10.FINDINGS AND DISCUSSIONS

In this section, we will present the three main components associated with the consolidation of a language policy in the University in professors' community. The following descriptions are based on the current strategies implemented by the university which were found to be of highly importance for the possibility of establishment of a linguistic policy within the institution. In the next paragraphs, the professors' linguistic profile, the professors' English language training program and the immersion programs will be described in detailed as core elements for the language policy.

10.1 UNIVERSIDAD TECNOLÓGICA DE PEREIRA'S PROFESSORS' LINGUISTIC PROFILE

The Universidad Tecnológica de Pereira (UTP) perceives the need of implementing a linguistic policy aiming to strengthen competencies in the use of a foreign language that allows professors as integral professionals to grapple with situations encountered in foreign scenarios. As part of this policy, it was necessary to characterize the professors' linguistic profile to formulate strategies based on current needs. Thus, since 2010, the University has been implementing a placement test, Oxford Online Placement test (OOPT), which aims at setting the

professors' level of English language proficiency, based on the standards set by the Common European Framework of Reference for Languages (CEFR).

In addition, some interviews were implemented to each dean of the nine faculties in order to collect data about deans' perceptions and attitudes toward the results obtained by the professors in the OOPT. Hence, this information has been interpreted and analyzed in order to identify possible factors that may have influenced in the results, and at the same time, facilitate the consolidation and design of strategies to promote a foreign language which favor the process of internationalization in the University.

Oxford On-line Placement Test (OOPT)

The Oxford Online Placement test (OOPT) is defined, according to the English Testing (2012), as a flexible computer test which measures the taker's ability to understand a range of grammatical forms in a wide range of contexts. It also measures the extent to which learners can use these language resources to communicate in English language situations. Moreover, OOPT is a computer adaptive test. This means that it adapts to the ability level of each participant and only presents the candidates with questions that are at their level. It does this by selecting each item for a test taker, based on how they answered the previous question. Getting a correct question means that the next question will be more difficult, and getting a wrong question the system selecting an easier question. As

was described in the methodology, the levels of the test are based on the levels set by the Common European framework of References (A1, A2, B1, B2, C1, C2), being A1 the lowest level and C2 the highest level of all. However, researchers took the decision to add a new level A0 to classify those professors who did not achieve the basic requirement of English language proficiency, gathering a score of zero to one correct question. (See chart 3), which describes the levels of English language used to define the linguistic profile of professors from the University.

	Researchers' level	Chart 3. Common European Framework - Levels					
User Group		Basic User		Independent User		Proficient User	
Level	A0	A1	A2	B1	B2	C1	C2
Level - Name	Beginner Low	Beginner	Elementary	Intermediate	Intermediate Upper	Effective Operational Proficiency or Advanced Mid	Mastery or Advanced High

Calls for taking the placement test 2010-2012

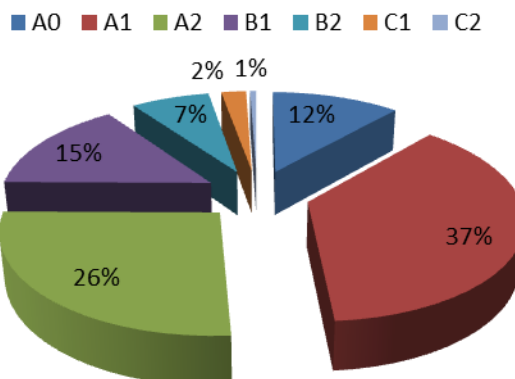
For the implementation of the Oxford Online Placement Test, the researchers obtained a list by the Division de Personal of the University, with the name and email of full time and part time professors, in order to serve as a mean of communication with the participants. Thus, the educators were contacted by

email which included the necessary information for inscription; other means were used such as: UTP's web site, UTP's radio station, and face to face in some faculties. Finally, the researchers sent emails reminding professors the schedule for the presentation of the test.

Therefore, in 2010, five hundred professors from different faculties of the University were summoned to take the diagnostic English language test (OOPT), in which, only two hundred fifty four educators did it. As a result, in 2012, the researchers made a second call, gathering a number of one hundred professors. Thus, the participants for this study, taking into account the two calls are three hundred fifty four educators.

The OOPT's results were analyzed and interpreted for each faculty from the Institute. Namely, Facultad de Ciencias Básicas, Facultad de Educación, Facultad de Ingeniería Industrial, Facultad de Ingeniería Mecánica, Facultad de Ingenierías, Facultad de Tecnologías , Facultad de Bellas Artes y Humanidades, Facultad de Ciencias de la Salud, and Facultad de Ciencias ambientales. The following graph 1 will depict the general results obtained by all the professors.

**Graph 1. Professors' English language level
Universidad Tecnológica de Pereira 2013**



Source: the author

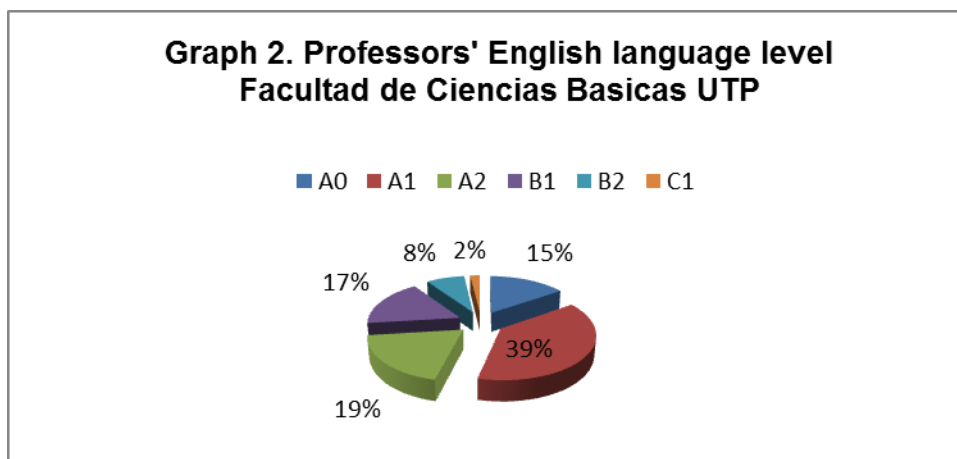
Chart 4. General Result of the Placement Test		
Level	Number of professors	%
A0	41	12%
A1	132	37%
A2	93	26%
B1	53	15%
B2	25	7%
C1	8	2%
C2	2	1%
Total	354	100

The graph 1 shows the results of the 354 professors in the placement test, which are: A1 level 37% (Beginner) followed by A2 level 26% (Elementary), A0 level 12% (Beginner Low), B1 level 15% (Intermediate), B2 level 7% (Upper Intermediate) , C1 level 2% (Advanced Mid), and C2 level 1% (Advanced High). The results indicated that a percentage of 37% and a higher part of educators are at A1 level (Beginner); 26% at A2 level (Elementary) and an amount of 12 % did not achieve the basic requirements of English language proficiency. It is evident

the need to continue with the implementation of strategies which favor the learning of English language at the Universidad Tecnológica de Pereira. In order to have more accurate information about the linguistic profile, the results obtained by the professors in the test will be described by faculty below.

Analysis of results by faculty

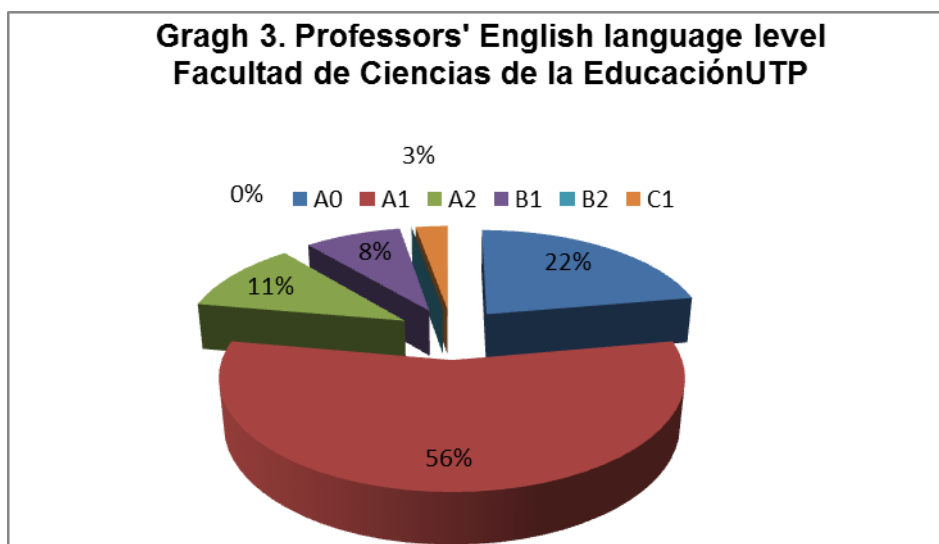
The following graphs show the level of English language proficiency obtained by the professors from the University in the placement test. As mentioned earlier, there is a new level A0 which was implemented by the researchers to classify those professors with a score of one correct answer. The rest of the levels are based on the standards set by the Common European Framework of Reference for Languages , some charts with the number of participants per faculty are also presented in order to have a clearer data about the professors' linguistic profile.



Source: the author

Chart 5. Results of the OOPT Facultad de Ciencias Básicas		
Level	No	%
A0	8	15%
A1	20	38%
A2	10	19%
B1	9	17%
B2	4	8%
C1	1	2%
TOTAL	52	100

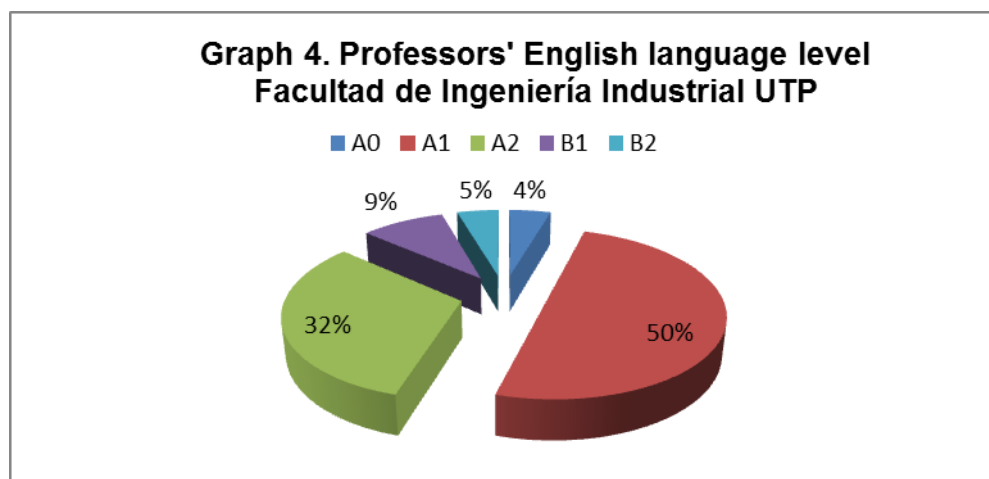
Graph 2 shows the levels of English language proficiency obtained by the professors from the Facultad de Ciencias Básicas, which indicates that in relation to the use of English language most of them are placed at A1 level 38% (Beginner), followed by A2 level 19% (Elementary), B1 level 17% (Intermediate), A0 level 15% (Beginner Low), at B2 level 8% (Intermediate Upper), at C1 level 2% (Advanced Mid), and finally at C2 level 0% (Advanced High).



Source: the author.

Chart 6. Results of the OOPT Facultad de Ciencias de la Educación		
Level	N0	%
A0	8	22%
A1	20	56%
A2	4	11%
B1	3	8%
B2	0	0%
C1	1	3%
Total	37	100%

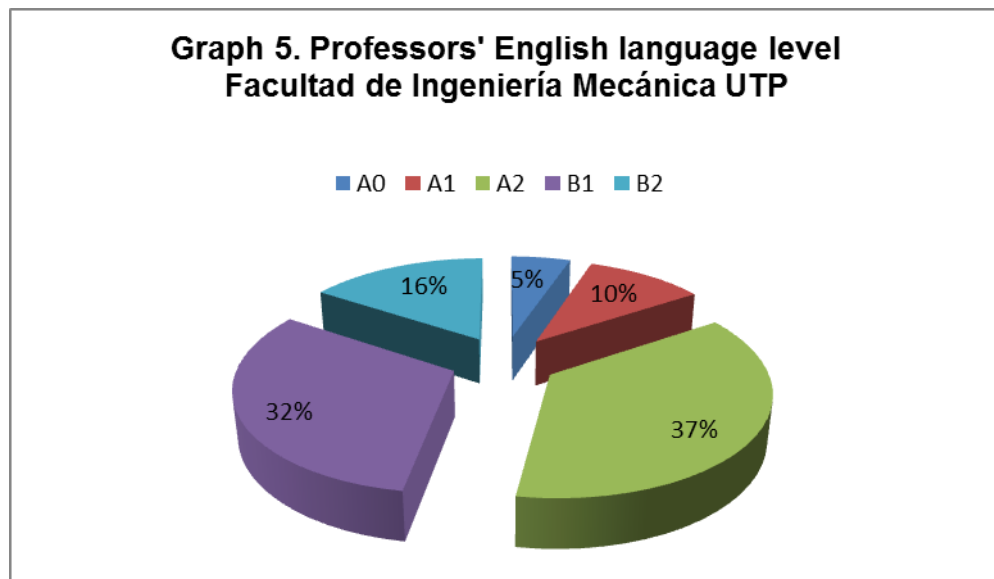
Graph 3 illustrates the results obtained by the professors from the Facultad de Ciencias de la Educación in the OOPT. These results indicate that in relation to the Use of English language, professors are placed on the following levels: at A1 level 56% (Elementary), followed by A0 level 22% (Beginner Low), A2 level 11% (Elementary), B1 level 8% (Intermediate), at B2 level 0% (Intermediate Upper), at C1 level 3% (advanced Mid), and finally at C2 level 0% (Advanced High).



Source: the author

Chart 7. Results of the OOPT Facultad de Ingeniería Industrial		
Level	N0	%
A1	11	50%
A2	7	32%
B1	2	9%
B2	1	5%
Total	22	100%

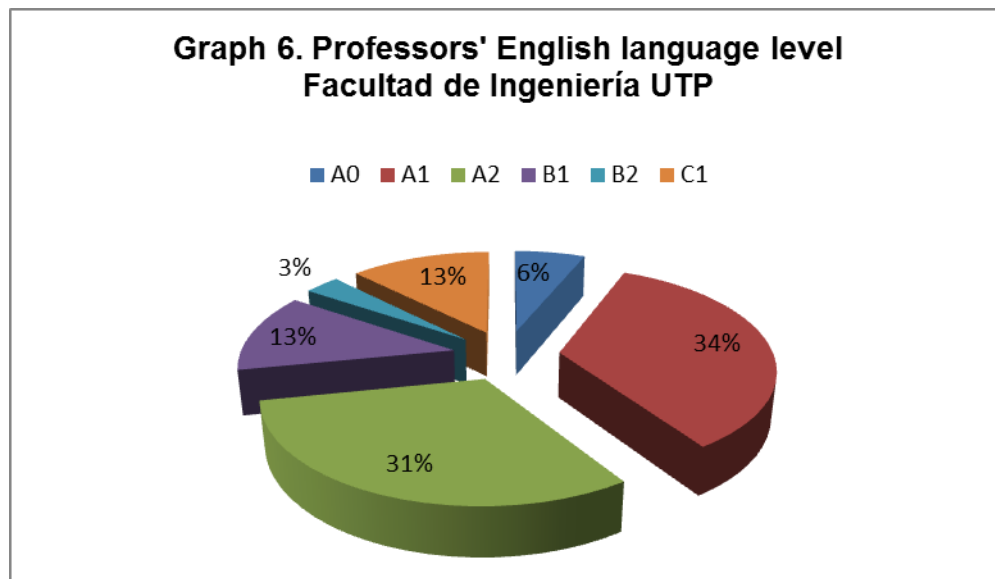
Graph 4 shows the levels of English language proficiency obtained by the professors from the Facultad de Ingeniería Industrial in the placement test. The results found were: at A1 level 50% (Beginner), followed by A2 level 32% (Elementary), B1 level 9% (Intermediate), and finally at B2 level 5% (Intermediate Upper). Moreover, it is necessary clarifies that there were not educators in advanced English language level.



Source: the author

Chart 8. Results of the OOPT Facultad de Ingeniería Mecánica		
Level	N0	%
A0	1	5%
A1	2	11%
A2	7	37%
B1	6	32%
B2	3	16%
Total	19	100%

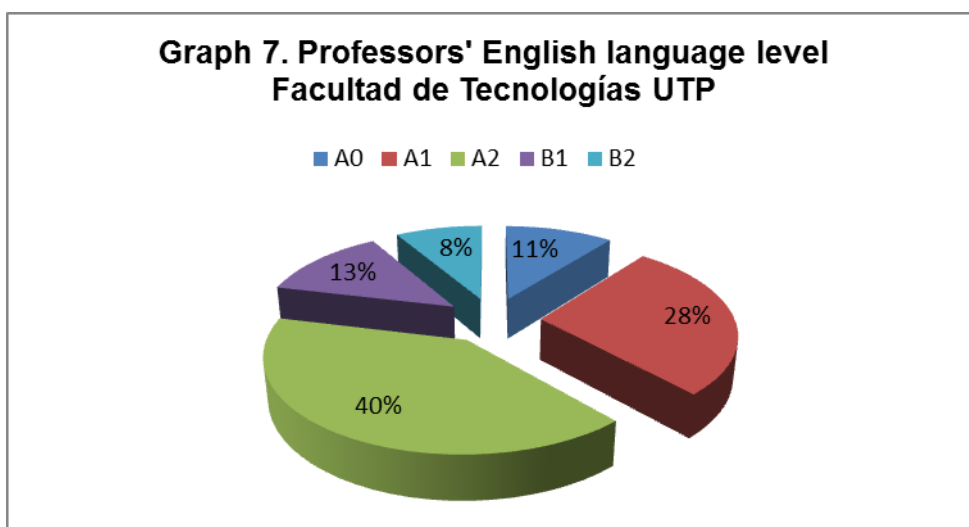
The Graph 5 describes the results of the OOPT that was taken by the professors from the Facultad de Ingeniería Mecánica. The results were: at A2 level 37% (Elementary), followed by B1 level 32% (Intermediate), B2 level 16% (Intermediate Upper), A1 level 11% (Beginner), and at A0 level 5% (beginner Low). In addition, this faculty did not have professors placed at advanced level like the Facultad de Ciencias de la Educación listed above.



Source: the author

Chart 9. Results of the OOPT Facultad de Ingenierías		
Level	N0	%
A0	2	6%
A1	11	34%
A2	10	31%
B1	4	13%
B2	1	3%
C1	4	13%
Total	32	100%

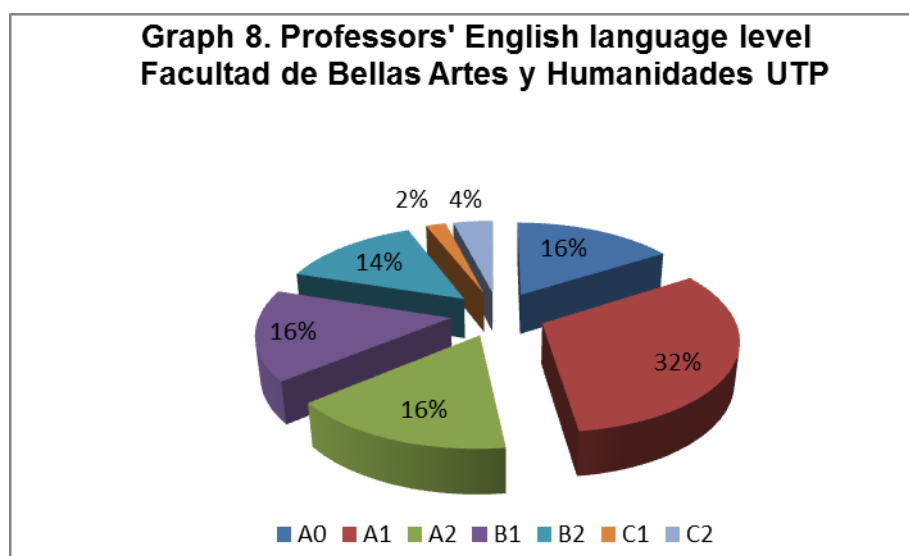
In relation to the Use of English language the professors from the Facultad de Ingenierías were placed in the following levels: at A1 level 34% (Beginner), followed by A2 level 31% (Elementary), B1 level 13% (Intermediate), C2 level 13% (Advanced High), at B2 level 3% (Intermediate Upper), and finally at A0 level 6 % (Beginner Low), (see graph 6 above). It is important to note that the 13 % of the thirty two educators tested were placed in the advanced English level.



Source: the author

Chart 10. Results of the OOPT Facultad de Tecnologías		
Level	N0	%
A0	5	11%
A1	13	28%
A2	19	40%
B1	6	13%
B2	4	8%
TOTAL	47	100

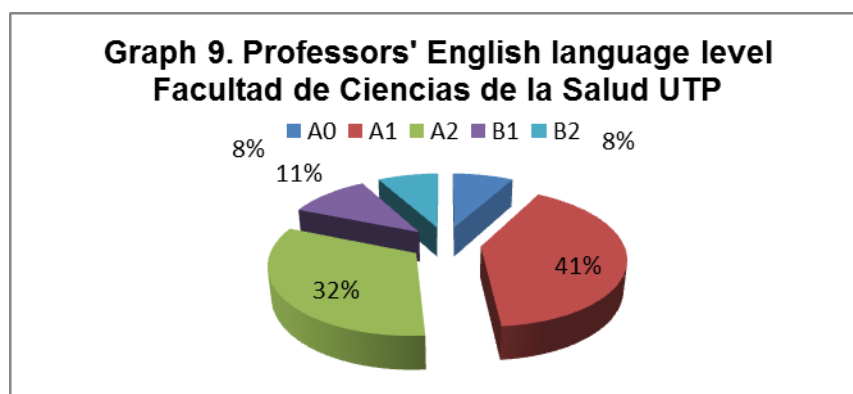
Graph 7 describes the linguistic profile of the professors from the Facultad de Tecnologías, whose results indicated that in relation to the Use of English language the professors were placed in the following levels: at A2 level 40% (Elementary), followed by A1 level 28% (Beginner), B1 level 13% (Intermediate), A0 level 11% (Beginner Low), and at B2 level 2% (Intermediate Upper). According to the results obtained in the OOPT, none of the professors were placed in advanced level.



Source: the author

Chart 11. Results of the OOPT Facultad de Bellas Artes y Humanidades		
Level	N0	%
A0	8	16%
A1	16	32%
A2	8	16%
B1	8	16%
B2	7	14%
C1	1	2%
C2	2	4%
Total	50	100%

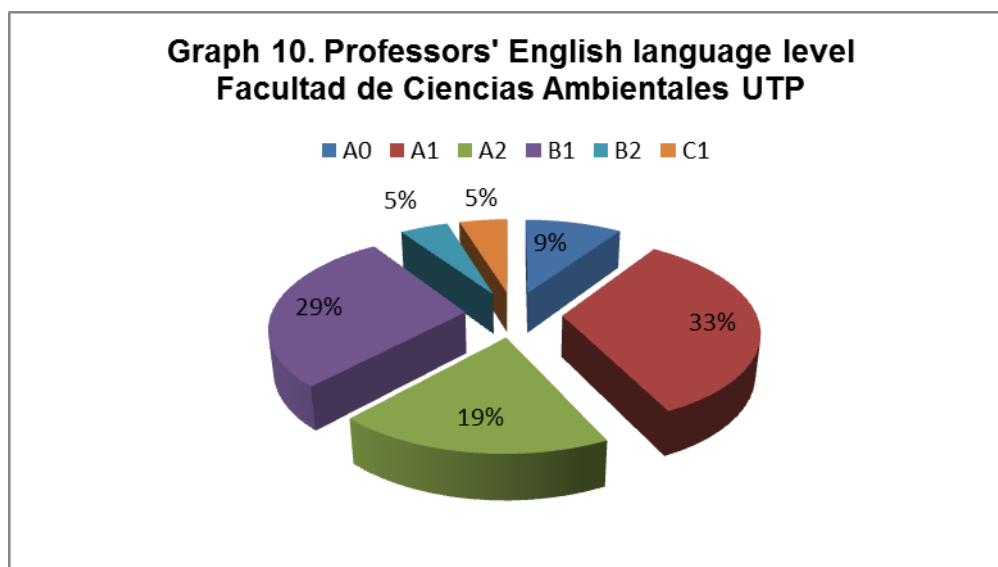
In relation to the Use of English language the professors from the faculty of Bellas Artes y Humanidades were placed in the following levels: at A1 level 32% (Beginner), followed by A0 level 16% (BeginnerLow), A2 level 16% (Elementary), B1 level 16% (Intermediate), at B2 level 14% (Intermediate Upper), at C1 level 2% (Advanced Mid), and finally at C2 level 4% (Advanced High). According to the results obtained by the professors in the test, this faculty is the only that has professors in advanced high level. This is because in the faculty is offered the program of licenciatura en lengua inglesa.



Source: the author

Chart 12. Results of the OOPT Facultad de Ciencias de la Salud		
Level	N0	%
A0	6	8%
A1	30	41%
A2	24	32%
B1	8	11%
B2	6	8%
Total	74	100%

Graph 9 illustrates the levels of English language proficiency obtained by the educators from the Facultad de Ciencias de la Salud. The levels founded were: at A1 level 41% (Beginner), followed by A2 level 32% (Elementary), B1 level 11% (Intermediate), at A0 level 8% (Beginner Low), and finally B2 level 8% (Intermediate Upper). Unfortunately, there were not professors in advanced levels.



Source: the author

Chart 13. Results of the OOPT Facultad de Ciencias Ambientales		
Level	N0	%
A0	2	9%
A1	7	33%
A2	4	19%
B1	6	29%
B2	1	5%
C1	1	5%
Total	21	100%

In relation to the use of a foreign language (English), the professors from the Facultad de Ciencias Ambientales were placed in the following levels: at A1 level 33% (Beginner), followed by B1 level 29% (Intermediate), A2 level 19% (Elementary), A0 level 9% (Beginner Low), at B2 level 5% (Intermediate Upper), and at C1 level 5% (advanced Mid).

Finally, the results of the OOPT presented in this part of the project will be analyzed and interpreted in the following paragraphs, taking into account deans' perceptions and attitudes toward the programs and actions implemented by the Universidad Tecnológica de Pereira in order to strengthen the use of a foreign language.

10.1.1 Deans' perceptions towards OOPT' results and Language education for professional purposes

The present analyses aimed at identifying the linguistic profile of professors from the Universidad Tecnológica de Pereira, as well as the factors that could

determine their performance in the language. As it was previously mentioned, the results indicated that a percentage of 37% and a higher part of educators are at A1 level (Beginner); 26% at A2 level (Elementary) and an amount of 12 % did not achieve the basic requirements of English language proficiency. This means that 75% of the facilitators have a basic level of English and only 25% of them are above B1 level (Intermediate). On the other hand, the interviews done to each dean allowed to identify some strategies used by the professors in order to improve their linguistic competence, as well as some factors that have affected the process of learning English at the University. Those strategies and factors will be described and analyzed below.

10.1.2 Learning strategies implemented by the professors to improve their level of English language

The Universidad Tecnológica de Pereira intends professors to improve their English levels, through immersion and language training programs with the aim of acquiring the necessary skills and competence in order to be an independent language user. According to the Common European Framework (2012), the levels of performance B1 and B2 describe an independent English language user since in these levels the users can understand the main ideas of complex texts, including technical discussions within his own field. In concordance with the OOPT's results only 25% of the tested professors achieved these levels. In the following sample

the deans expressed how professors have improved their competences in the language through these programs.

ID3Q3CE: *“(...) Ellos principalmente interactúan con bibliografías y artículos de su especialidad en inglés (...).”*

IDQ3CB: *“(...) después de los cursos he tenido la oportunidad de ver profesores consultando en internet artículos o libros en inglés, además he visto que ellos se reúnen para practicar el idioma.”*

As it has been noted in the samples above, the levels of English language proficiency improve when professors attend training programs because in this process the facilitators are developing learning skills which allow them to be more autonomous, giving them the opportunity to access to bibliographies, specialized articles, and seminars related to their professional fields in English. Consequently, it is clear the need of continuing with this language training programs since the learning of a foreign language is an essential tool, which enables professors to improve their professional competences.

10.1.3 Factors affecting the performance in the language:

Lack of English Language Requirements from Faculties' administration

The deans considered that the results obtained in the OOPT are presented due the fact that English knowledge is not a requirement in the Institution, and educators do not consider the learning of English language as a need for their

professional field. Therefore, in this case each professor is autonomous in his decision regarding to the learning of English. This can be evidenced by the following excerpts taken from the interviews in question 1, (see appendix 1).

ID6Q1CA: *“No hay ningún requisito en cuanto algún conocimiento de inglés, cada profesor es libre de decidir si quiere o no aprender el idioma.”*

According to the samples, the lack of English language as a requirement in the Institution generates low interest of the facilitators for learning the L2. Despite the teachers' lack of interest and motivation for learning the L2, the dean from the Facultad de Tecnologías asserted that the faculty requires the new professors to be placed at A2 level (Pre –Intermediate). This was evident in the OOPT' results, in which most of the educators were placed in this level (see graph 7). In addition, some deans agree in the fact to establish language policy where professors must take the English language as part of their professional development. This idea is support with the following sample.

ID6Q1CA: *“Es necesario establecer un requisito en la Universidad como una política que motive a los docentes a estudiar.”*

The examined sample reveals the importance of implementing an external factor like a language policy in the University that increase professors' motivation for learning English language.

Professors' time availability influences the opportunities for learning a foreign language.

Deans expressed that educators have a lot of opportunities to learn English language through courses such as training and immersion programs. However, the professors do not attend to the programs offered by the University due to the lack of free time available to take courses. In addition, educators who fail a course must cover with all expenses like external students. As result, they prefer do not attend. The next samples show what has been previously stated.

ID4Q4CB: *“(...) Hay muchos docentes como yo que mantenemos muy ocupados y nos queda muy difícil asistir.”*

ID6Q4CA: *“Ellos tienen la oportunidad de asistir a cursos en inglés (...) pero el problema con esa clase de cursos es que son muy costosos, y por eso casi nadie asiste. También hay muchos profesores que no tienen tiempo y las da miedo meterse a esos programas ya que si los pierden tienen que pagar el curso (...).”*

The samples one and two shows how the lack availability of spare time has made professors do not attend to the language training programs offered by the Universidad Tecnológica de Pereira in order to improve their level of English

language. Hence, it is necessary implement strategies based on professors' needs, having into account their workload and work schedule.

The role and use of foreign languages different from English in their professional field

The professional growth of some professors has been developed through other foreign languages different from English due to the fact some professors have completed their doctorate and master degrees in countries like Germany, Switzerland and France. This information is supported by the following sample one taken from the interviews.

ID5Q1FM: (...) *“claro que tenemos docentes que hicieron sus doctorados y maestrías en Alemaania, Fracia.”*

ID8Q3BH: (...) *“Docentes de otros programas como música, filosofía y artes, se enfocan en otros idiomas como lo son el francés, aleman e italiano ya que los necesitan en su campo laboral, a diferencia del inglés que no.”*

The sample two shows that in some programs offered by the University such as Licenciatura en Musica and Licenciatura en Artes Visuales, educators use other languages as Italian, French and German. As a result, some deans suggested in the interviews that the learning of a foreign language at the Universidad Tecnológica de Pereira should not be focused only in English

language. It should take into account other languages used by professors in their professional field.

Lack of foreign language exposure and few opportunities to practice the language

The strategies implemented by the University to strengthen the learning of a foreign language are discontinuous because professors do not have English scenarios inside the Institution where they can continue with their language growth after having completed the English courses. This data is supported with the following samples:

ID6Q2CA: *“(...) métodos aplicados por la Universidad casi no ayudan a la formación de una lengua extranjera ya que los docentes pueden hacer el curso en el Colombo, pero si ellos no tiene la oportunidad o la necesidad de utilizar el idioma todos estos conocimientos son inútiles.”*

ID4Q5CB: *“(...) considero que el nivel de inglés no es tan bueno porque no tiene con quien practicarlo... y es necesario crear conversatorios en el idioma para que ellos puedan practicar el idioma.”*

As can be seen in the information obtained in the interview, the lack of continuity in the courses and the few opportunities to practice English language affect the process of learning a foreign language in the University. Some deans suggest the importance of implementing discussion groups, where they can

practice and improve their language skills, before and after the courses have been finished.

Intrinsic and extrinsic motivations to learn a foreign language

After finishing this analyzed data about deans' perception and attitudes towards the linguistic profile of professors from the University, we can affirm that the motivation and the particular needs that each educator has been fundamental in the process of learning a foreign language, which provide the primary impetus to initiate learning language. According to Ormrod (2008), motivation "is an inner state that energizes, directs, and keeps them going on." (P. 176). Ormrod also affirms that there are two general types of motivation one based on intrinsic interest and the other based on the rewards extrinsic of the activity. It can be seen from the information obtained in the interviews that professors have an intrinsic motivation in learning English language, because of they use bibliographies, articles, and organize meetings in order to improve their skill in the language.

On the other hand, we can infer the need to strengthen an extrinsic motivation at Universidad Tecnológica Pereira due to the fact professors achieved a low level in the OOPT. One of the reasons expressed in the interviews is that the lack of English language requirement in the Institution generates little interest in the language. Some deans suggested the importance of establishing a linguistic policy that requires professors a minimum level of English language proficiency.

10.2. PROFESSORS' ENGLISH LANGUAGE TRAINING PROGRAMS

As one of the principal strategies to enhance the level of English language proficiency in professors from the University, a language training program is being developed. Full-time and part-time professors are currently attending to weekly sessions of English as a foreign language in the “Centro Colombo Americano” institution. This process is being carried out thanks to an academic-agreement between both the University and the “Centro Colombo Americano”. To expand the impact and the importance of this training program, a detailed description of the institution will be made in the following paragraphs.

Overall Description of the Institution

The Centro Colombo Americano of Pereira is a non-profit institution whose mission is to contribute to the cultural and educational growth of Pereira and the surrounding region through support for multicultural activities and the development of academic programs for the teaching and learning of English as a Foreign Language through the development and use of advanced technology as well as programs for the development and support of teaching staff. It was founded on February 26th, 1968 by a group of local citizens who identified the need to offer English language courses to the community. The institution acquired legal status on June 11th 1968, by the act No 1377 issued by the State Government of Risaralda. Also, the Centre provides various services, such as teaching English,

cultural activities (such as art exhibitions, concerts, seminars, and conferences) and counseling services for student exchange programs for young graduates, academics and professionals who wish to study in the U.S.

Since its beginnings, the Centro Colombo Americano has gained status as an important entity in the cultural sectors of the region, on the one hand, as the result of dynamism, teaching quality, and promotion of artistic and cultural events. On the other hand, in the academic field, the Colombo has implemented a program of constant improvement through the ongoing training of human talent. Agreements with educational institutions, such as the Andina University Foundation have allowed the Colombo to decentralize its services and to expand its coverage of English instruction. Moreover, the Colombo's Library and Resource Center represent a valuable contribution to the region through the practice and the acquisition of information in various areas.

Institution's Methodology

Due to its communicative approach to language use, the Centro Colombo Americano has chosen the « Communicative Language Teaching (CLT)» method as the one to be implemented. The aim of this approach resides in the development of the “communicative competence” (Hymes, 1972). The communicative competence (CC), according to Hymes (1972) refers to the language knowledge and ability to use that knowledge with different purposes; that is, using the language in a real communicative context. Additionally, the

communicative approach differs from old traditional translation methods and focuses on a more abstract knowledge of the grammar use in different situations. As it was previously mentioned, CLT promotes the development of the CC, and thus, the articulation of the four communicative skills (Listening, Speaking, Reading and Writing) becomes a crucial part of this approach. There are certain aspects one needs to consider when working with CLT. For example:

Theory of language: Language is a system of meaningful expressions used mainly for interaction and communication.

Theory of learning: Language learning is based on the accomplishment and solution of meaningful and realistic tasks and activities that promote learning.

Objectives: Fulfill students' needs in terms of linguistic and communicative demands.

Content: Grammar structures, language function, topics, tasks, and the communicative competence will be guided by the preference students have depending on the context they are in.

Type of activities: Role plays, simulations, exchange of information, negotiation and meaningful interactions

Students' role: The student must play the role of negotiator, active learner, good listener, leader, etc.

Teacher's role: The main roles of the teacher are those of a facilitator, task designer, advisor, administrator, and guide.

Role of the materials: Authentic materials which reflect the reality and promote the use of the language with communicative purposes.

The institution provides learners with appropriate scenarios, which allow a personalized and outstanding interaction between facilitators and students in order to enhance language learning. In the following section, there will be a description of the learning environment learners are immersed in.

Learning Environment

According to the Common European Framework (CEFR), learners must develop their communicative competence in the following settings, assuring a holistic and complete learning:

- Public/social
- Personal
- Educational

Students' admission

- Learners are interviewed based on their personal and linguistic profile.
- If a learner presents a certificate of language proficiency (OOET, TOEIC, MET, etc.), he/she will be subjected to an oral interview in order to

corroborate the results presented in the certificate with the actual performance of the student.

The students will be evaluated in two areas if there are no test certificates presented

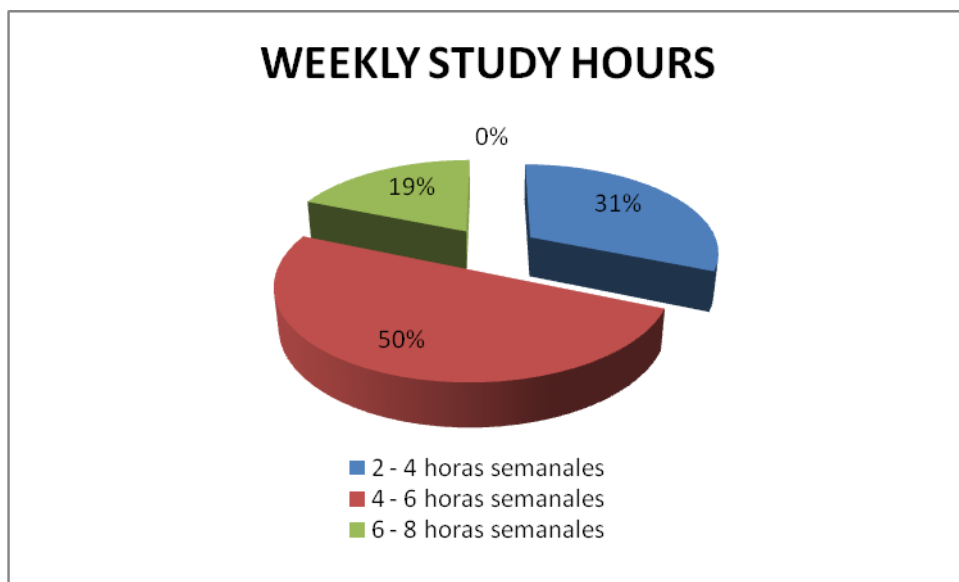
- Grammar, reading and range: Learners present an online test which is aligned with the content and objectives of the adult program.
- Speaking/ Oral interaction: Learners will present an individual interview based on the criteria established by the standards, objectives and content of the adult program.

The previous description of the English training program was taken from the gathering and revision of the information provided by the institution's website and different documents from the director's office. This is not, however, the only aspect which was taken into consideration for the development of this study. In the following paragraphs, there will be a description of the needs and perceptions that trainees have towards the program.

Quantitative description of the English training program's participants

In the first place, professors were asked about general information about their department, program, number of weekly study hours, level and courses they belong to, and whether they had had any previous experience, knowledge or contact with the English language. In the graphic 11 and the chart 14 below, for

example, we can observe the number of hours professors employ to attend the English training sessions as well as the level and courses they are currently in.



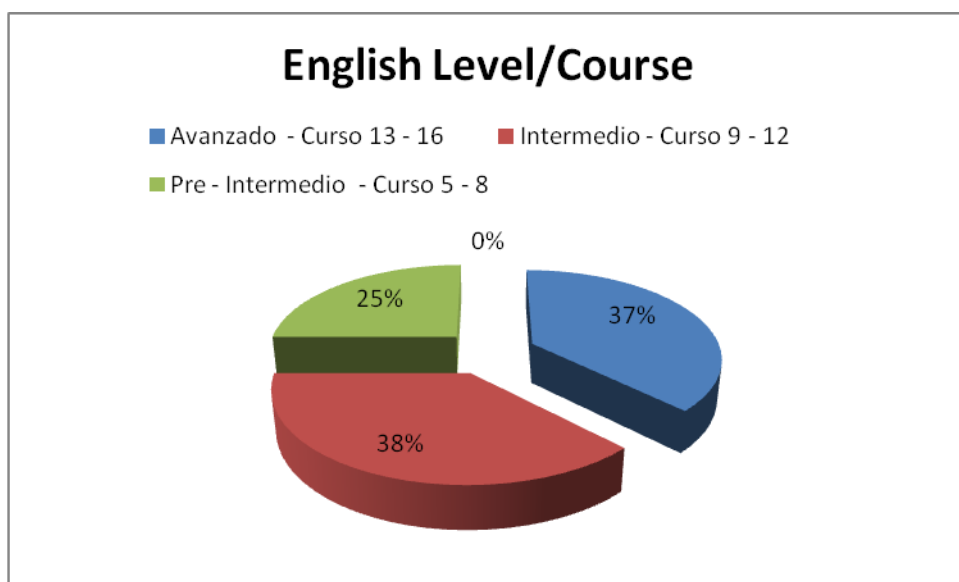
Graphic 11

Hours	Weekly study hours
2 - 4 hours	5
4 - 6 hours	8
6 - 8 hours	3
(no answer)	1
Total	17

Chart 14

The data collected from the questionnaire also allowed us to identify the average of courses being taken and the level of proficiency they have in the target language. Graphic 11 and chart 14 show the number of courses and the amount of

professors taking them. It can be inferred that the highest percentages of professors are currently in an intermediate (38%) and advanced (38%) level, that is, a great number of professors are attending courses from nine to sixteen. The remaining professors (25%), on the other hand, are placed in pre-intermediate, which is the equivalent to courses from five to eight.



Graphic 12

Level	Courses	Total
Advanced	Course 13-16	6
Intermediate	Course 9-12	6
Pre - Intermediate	Course 5-8	4
(no answer)		1
Total general		17

Chart 15

Moreover, professors were asked to reflect on the training process and describe the positive aspects, aspects to improve and reasons why they decided to

be part of such program. A great variety of needs, reasons, perceptions and suggestions were identified through the completion of the questionnaire. These results are described in the sections below.

10.2.1 Professors' needs towards the training and learning of English as a foreign language:

There were several aspects such as academic, professional, social, economic and personal factors which were identified among the reasons why professors were willing to be part of the English training program. In fact, one participant in particular expressed his necessity to be competent in the foreign language in order to fulfill and perform different tasks as an official translator. In general terms, all participants presented a great variety of needs and reasons for making part of the program. It could also be seen that, even though the factors influencing the decisions to make part of the program are quite similar, academic, labor, social, economic, etc., each participant expressed very particular reasons for being interested in it. This can be evidenced from the data collected through the questionnaire, in which the majority of the participants stated their preference towards the learning of English as a foreign language due to academic and professional factors mainly.

Q12: ¿Qué razones lo llevaron a tomar los cursos de capacitación en lengua extranjera?

C1P1Q12: *“Academic factors and professional and labor factors.”*

Q25: Justifique brevemente dichas razones.

C1RP4: *“El profesional en cualquier campo que sea competente en Inglés, en lectura, escritura, hablar y escuchado, y además este familiarizado con el mundo digital, tiene las puertas abiertas en el mundo laboral y académico y en varios más.”*

Professors described that among the main reasons why they are willing to become proficient language users, is because they can have an easier access and contact with the global market and therefore, be part of the globalized world that we are facing today. Even though these factors influence mainly the decisions professors take in regards to their academic training in English, there are still innumerable aspects and needs which become the further impulse for learning a foreign language autonomously. The participants also consider that English leads to beneficial outcomes in terms of academic update and research, for instance. Additionally, the participants argue the importance of being a proficient language user since most of the information they need access to is presented in English. This can be evidenced in the following excerpts:

Q12: *“¿Qué razones lo llevaron a tomar los cursos de capacitación en lengua extranjera?”*

C1RP13: *“Para lo académico permite acceder a nuevos conocimientos mediante la investigación.”*

Finally, it is important to consider that professors are particularly aware of the benefits English speakers receive in terms of scholarships and opportunities of admission for different master and doctorate programs. Within academic contexts, professors are requested to act upon their professional development. This means that professors seek opportunities for academic update and study upgrades through different exchange programs, scholarships, master degrees and doctorates. It is also crucial to highlight the relation they make in regards to how being a proficient English language user can directly open international agreements and opportunities for them. Regarding this matter, professors expressed the following:

C1RP15: *“como académicos debemos manejar gran información en inglés, además es posible realizar pasantías, doctorados en el exterior.”*

C1RP17: *“para hacerse más competente sea necesario manejar una segunda lengua, máxime la lengua inglesa que abre las puertas a becas y postgrados.”*

Conclusively, the collected data suggests that most of the participants have a high level of awareness and motivation towards learning English. Moreover, they are conscious of the current status that English has in relation to the

internationalization and globalization demands, and the many opportunities English speakers have to study, work and travel. As it could be seen, professors argue that being competent in a foreign language, in this case English provides them with a high range of opportunities and experiences to take advantage of. Nevertheless, despite the positive attitude most of the professors portray, they still react critically to the strengths and weaknesses of the program. To illustrate this point, some of them explained how they could benefit from more interactive and conversational activities as well as from receiving more support and opportunities for learning English.

10.2.2 Professors' suggestions towards the English training program:

Analyzing the data, we found that there was in general a positive reaction and perception about the courses being taken from most of the participants. Nevertheless, a small part argued that there are certain things to improve regarding the development of the course in terms of needs analysis and methodology. To begin with, professors expressed their preference to the incorporation and emphasis on the oral skill (speaking) since there was a lack of exploration and activation of this ability. The suggestions presented by professors regarding this issue are characterized by the necessity to speak both individually (monologues) and the necessity to socialize, interact and share with others.

Q24: *¿Qué sugerencias tiene al programa o al curso?*

C1SP7: *“Existencia de clubes de conversación.”*

C1SP13: *“Más interacción.”*

On the other hand, some of the participants from the present study suggest that as the training program finishes, they would like to remain practicing what was learned. Furthermore, we found that there was an immense interest and proposal for action in regards to the continuity of the courses. Language learning is a never-ending process which needs to be in constant update and practice. Professors highlight the importance of having the opportunity to specialize and apply their competences in different academic settings. As mentioned before in the methodology of the English courses, this training program embraces more than learning isolated words but how to use them in a real context. Professors expressed their desire to expand their English knowledge through the following statements:

C1SP2: *“Mi sugerencia sería que al terminar los 16 niveles, haya un módulo en el que se pueda especializar más el inglés en las aulas.”*

C1SP6: *“Tener en cuenta que cuando los docentes finalicen el curso, tengan la opción de participar en capacitaciones en las que se use el inglés en el aula de clase.”*

It could also be found that despite the factors affecting the development of the courses, a high number of professors have no objections or suggestions to

make towards the program. They argue that there should not be any change or modification to the program since they have felt the progress with the methodology implemented. In fact, a great number of professors did not express any suggestion whatsoever. This could be evidenced during the analysis and codification of the questionnaire. Professors did not answer Q24 which referred to what recommendations they could give to the program.

Q24: *¿Qué sugerencias tiene al programa o al curso?*

C1SP4: *“Que son cursos de calidad superior a los que se dictan en la UTP. Ojala la Universidad hiciera un contrato con el Colombo Americano y todas los cursos los dictara esa institución.”*

C1SP14: *“Ninguna me ha gustado mucho la metodología.”*

C1SP1, C1SP3, C1SP9, C1SP10, C1SP12, C1SP16,

C1SP17 = No suggestions

The examined data reveals important factors regarding the high interest and motivation that participants have towards learning a foreign language. Due to different academic, professional, economic, among other factors, professors feel the necessity to learn English and take advantage of the benefits it brings. It is also evident the relevance of motivation in this process. The interpretation of the data allowed us to identify that motivation has a great influence in the decision and

actions taken by professors. One of the main characteristics that promoted participants' motivation was the possibility to be enrolled with the global and international market.

In WaiConttia (2007), the idea of being able to apply for a scholarship, winning an award, and obtaining a raise are examples of 'external-regulated extrinsic motivation' incentives. This refers to external sources which make an individual perform a certain action or accomplish certain tasks. Professors, for example, constantly expressed how the idea of earning a scholarship or being part of an exchange program kept them motivated to learn English; one of them stated that, for instance, *"el profesional en cualquier campo que sea competente en Inglés, en lectura, escritura, hablar y escuchado, y además este familiarizado con el mundo digital, tiene las puertas abiertas en el mundo laboral y académico y en varios más"*. In fact, most of the participants showed a great level of interest in the learning of English as a foreign language due to different external factors as evidenced in WaiConttia (2007).

In a related study, Oxford and Shearing (1996) in Sullivan (2008) describe the role of motivation as an ultimate determinant of the level of involvement, and active participation when learning a foreign language. In other words, motivation directly increases the possibility to develop language competences more efficiently and effectively. To illustrate this point, one of the participants characterized the courses to have "a lot of interaction and very dynamic groups; the teachers motivate students to learn". The kind of behavior and interest presented by

professors towards the English courses is reflected on Sullivan's ideas regarding motivational factors.

Also, since the ability and certification in a foreign language brings a high range of monetary benefits, learners often feel attracted to learn. This can be evidenced in one of the professors' perceptions towards the benefits of learning a foreign language: "es evidente que como catedráticos el factor económico es importante al momento de tomar un curso de inglés." Aprovechar la oportunidad de realizar esta capacitación es fundamental por los factores señalados."Conversely, it is important to highlight that if this incentive is no longer presented, participants are more likely to renounce to a certain act or activity (WaiConttia, 2007). Finally, if we analyze the previous ideas, we could say that even the most experienced learner has particular interests to work and accomplish certain tasks.

10.3 IMMERSION PROGRAM

One of the concerns of 'the Plan de Desarrollo Institucional (PDI 2009-2019)', which is an institutional policy established by the Universidad Tecnológica de Pereira, is to consolidate the academic profile of the institution by promoting bilingualism and internationalization through different academic programs, (Ori,2013). Thus, immersion programs⁴ arises, based on one branch office of the University, Oficina de Relaciones Internaciones (ORI) (2013), due to the necessity of involving the community in international contexts to complement their academic and professional training.

Being involved in these programs, the participants, in this case the professors, have the opportunity to reside abroad and develop English courses in order to both construct and empower knowledge about the target language. According to one of the plenty advantages professors experience is the constant exposure of language learning not only through formal instruction, but also constant interaction with television, radio, magazines, and newspapers. Thus, regarding the above-mentioned, the immersion programs aim at establishing academic agreements with international universities to offer language courses to educators for improving their communicative competence. In other words, courses whose focus is to reinforce professors' listening, speaking, reading, and writing skills.

⁴ For further information visit <http://www.utp.edu.co/pdi/movilidad-estudiantil>

Since 2011, presenting the diagnostic test, Oxford Online Placement Test (OOPT), has been taken as a mandatory requirement to participate on the grounds that professors' knowledge needs to be examined before and after going through any immersion program. This examination is needed to assess the whole professors' performance and evaluate the role of the program. To illustrate one of the results obtained in past years, comparing the participants' knowledge tested before and after the academic experience (2010-2011), it was evidenced from 19 professors, who presented the OOPT, 4 maintained the same level of English proficiency while the remaining 15 increased it according to the standards of the Common European Framework of Reference for Languages (ORI,). Following, statistics related to professors' participation in the immersion programs is presented:

Chart 16. Professors in immersion programs

2009			
Faculty	Amount of Professors	Institute	City, Country
Ingeniería Industrial	8	Missouri StateUniversity	Missouri, United States
Ciencias de la Salud	3	Missouri StateUniversity	Missouri, United States

2010			
Faculty	Amount of Professors	Institute	City, Country
Ingeniería Industrial	7	Missouri StateUniversity	Missouri, United States
Ciencias de la Salud	2	Missouri StateUniversity	Missouri, United States
Ciencias de la Educación	3	Missouri StateUniversity	Missouri, United States

2011			
Faculty	Amount of Professors	Institute	City, Country
Ingeniería Industrial	1	Missouri StateUniversity	Missouri, United States
Ingeniería Industrial	7	EC Bristol English School	Bristol, England
Ciencias de la Salud	1	Missouri StateUniversity	Missouri, United States
Ciencias de la Educación	2	British Study Centres	Bournemouth, England
Ciencias de la Educación	2	EC Bristol English School	Bristol, England
Tecnología	3	British Study Centres	Bournemouth, England
Ciencias Básicas	2	EC Bristol English School	Bristol, England

2012			
Faculty	Amount of Professors	Institute	City, Country
Ciencias de la Salud	1	Missouri StateUniversity	Missouri, United States
Ciencias de la Educación	1	ELS Language Center	Indianapolis, United States
Ciencias de la Educación	1	LSI New York	Nueva York, United States
Tecnología	1	ELS Language Center	Indianapolis, United States

From the previous statistics, it was found that there was low participation from the professors in 2009 since only 11, who belonged to two faculties, were only interested, took as favorite destiny 'Missouri State University'. However, the participation varied relatively in 2011 due to the fact that there was presence of 18 professors divided into 5 faculties, preferring 'British Study Centres, EC Bristol English School, and Missouri State University' as final destiny to be trained.

Taking into consideration the previous statistics, It is expected from the University to engage the professors with complete immersion programs so that the average of participation will increase (ORI,). As a matter in fact, educational bonds have currently been established by the Universidad Tecnológica de Pereira with international institutions such as: EC Bristol English School (Briston - England), British Study Centres (Bournemouth -England), ELS Language Center

(Indianapolis – United States), and Missouri State University (Missouri – United States). It is prominent to claim that, according to the Oficina de Relaciones Internacionales (2013), there is only direct academic agreement with Missouri State University inasmuch as the price of the course package offered to the professors is the most affordable and reasonable in terms of their economical resources. The other destinations are offered by travel agencies. The agreement established with this Missouri State University is considered by the ORI (2013) as an action planning that aims at inviting professors from all the faculties to get involved in English intensive-courses which will contribute to improve their academic and professional profile. Following, thanks to the ORI (2013), detail information about the description of the learning scenarios offered by Missouri State University is presented:

Missouri State University – Language English Institute

The language English Institute (ELI), which is located within the Missouri State University, is an educational center whose doors are open for any student interested in participating in English language training, as well as being immersed in the American culture. This institute offers a program of four-week and eight-week courses in which formal instruction, recreational and cultural activities are also included in the course package.

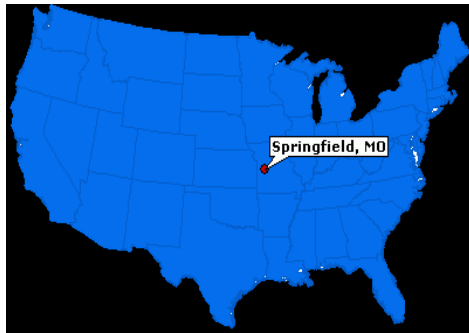
Objectives of the Program

The participants interested in the program attend during twenty-five hours per week (Monday – Friday) to the English Language Institute (ELI). Before starting the programs, the professors are exposed to a placement test to define the appropriate course for them according to the level obtained. Concerning the focus of the classes, they are planned to train the professors in four skills within academic scenarios. The four skills to be worked will be:

- **Use of language and writing skill:** Different grammatical structures and writing styles are explored and learned in advanced-courses using as sources research texts.
- **Reading comprehension skill:** Reading strategies are analyzed and used in order to improve the grade of comprehension, as well as internalize new lexis from texts.
- **Listening skill:** A variety of formal and informal conversations, academic lectures, and debates are conducted to increase the level of listening comprehension.
- **Speaking skill:** Correct pronunciation and effective inter/intrapersonal communication are the aims of speaking sessions.

Location: Springfield, Missouri.

Springfield city is located in Green county in the state of Missouri, United States. According to the censuses conducted in 2010, there are 250.000 inhabitants residing, and there is a population density of 748,18 per km^2 .²



Residing in Springfield Missouri

Springfield city is known in United States due to the high safety standards evidenced during the last years. Moreover, it has a warm weather which is one of the main reasons of being visited by national and international tourists.

Comforts of the Campus

- 1. Student Service:** Fax, internet, and mail, as well as bank, library, and store services are constantly provided to the academic community.
- 2. Health Service Center:** A full health package which covers the language users' security and welfare is provided to them, besides having access to the pharmaceutical service to obtain any medicine easily.

3. Computer Service: Computer rooms with free WIFI network are spread in all the campus facilities for any learners' needs.

4. Transport Service: Free bus services are permanent available to be used inside the whole university.

5. National Police Service: Constant security in the whole campus is offered by the police to give support in any inconvenient experienced in the institution.

6. Recreational and Training Service Center: A building with swimming-pools, saunas, athletic tracks, gymnasium, and several playing fields for soccer, tennis, volleyball, and basketball is open to exercise permanently.

Professional profile of the language professors

Most of the professors from Missouri State University possess Master and Doctor Degrees in English language teaching and linguistics so that it makes them be apt for orienting any course within the institution. Indeed, some educators have finished their academic training in countries such as Korea, Japan, France, Morocco, Egypt, China, and Colombia.

Class Development

As the program focuses on the four skills mentioned-above (listening, speaking, reading, and writing), all the classes are planned to meet the best of them:

First, interaction with authentic and updated material is implemented to work and reinforce as soon as possible the listening skills during five hours per week. Second, formal and informal interviews and controversial discussions about updating topics are conducted to improve speaking skills during five hours per week. Third, the participants work on reading comprehension skills, being exposed not only to academic writings, but also literary works during five hours per week. Finally, ten hours are devoted to improve writing skills through academic text compositions. Following, the descriptors established by the institution to characterize learners' learning level is presented:

Chart 17. Proficiency Levels stated by Missouri University

Course	Level of Competence
1/01 & 1/02	Beginner.
2/01 & 2/02	High-beginner
3/01 & 3/02	Intermediate
4/01 & 4/02	High-intermediate
5/01 & 5/02	Advanced.

Immersion program's costs

The cost of the program depends on the type of course to be taken. That is, the fee varies along the interests of the person:

Chart 18. Immersion Programs' costs	
Time	Price
Eight-week program	\$ 3.700 USD per person, plus \$ 50 USD for application fee.
Four-week program	\$2.000 per person, plus \$ 50 USD for application fee.

It is worth to point out that the programs' costs include lodging, meals, tuition, medical insurance, books, trips, transportation, welcome and farewell parties, and an academic certification of enrollment in the immersion program. However, SEVIS⁵ and VISA fees are not included in the course package. Furthermore, any person interested in joining the immersion programs offered by Missouri University should follow the following steps for the registration process:

1. Fill-out the application and pay \$50 USD for the inscription in due dates.
2. Send a copy of the page with your personal data, photograph, and passport expiration date.
3. Send a copy of the bank account or a letter of financial support.
4. Receive the admission letter and the form I-20 sent by State University.

⁵**SEVIS** (Student and Exchange Information System) is a automated system to register, keep, and administer tourism students' during the admission, remaining, and departure from the United States.

5. Pay \$200 for SEVIS to U.S Department of Homeland Security (DHS).
6. Request an appointment to the U.S embassy to obtain the Student Visa.
7. Plan and book the necessary air travels on time.

10.3.1 Perceptions and Strategies of the Faculties towards Immersion Programs

Bearing in mind the perceptions of the academic community has always been quite vital and interesting for the Universidad Tecnológica de Pereira when developing any institutional research project. For that reason, during the first term of 2013, a set of interviews were conducted for different purposes which are: First, to explore considerations and opinions towards the current use of English language in each faculty; second, to collect data about the current strategies implemented in regards to the promotion of professors' participation in foreign language courses; and finally, to acknowledge perceptions about the benefits of getting involved in immersion programs. In order to illustrate some of the comments expressed during the interviews, some opinions of three deans (interviewees) will be presented:

According to the first interviewee, in 2001, one program of its faculty bonded once with an internationalization project whose demand consisted of, at least, being able to travel to English speaking countries to attend the courses. Regarding the above-mentioned, the dean affirms that such language strategy contributed to promote the importance of English language learning within the faculty so that the

professors' interest increased tremendously. The second interviewee points out the high motivation of approximately 80% of professors in regards to developing their academic and professional training in English speaking countries such as England, Australia, and United States. However, it is also firmly claimed that there is a remarkable gap among the participant's communicative competence since the level of reading and writing skills is quite satisfactory in comparison to the speaking and listening skill which is poor. Finally, the third interviewee expresses the outstanding overage of professors whose Magister and Doctor Degrees have been finished within immersion programs in which academic fields, such as medicine, and language learning were relatively integrated.

Synthesizing all the above-mentioned regarding this finding, immersion programs are considered by the Universidad Tecnológica de Pereira as the most effective strategy to make the whole community aware of the relevance of learning a foreign language to empower both the academic and professional profile, and also improve the quality education provided within the institution. As a matter of fact, academic agreements, as the one established with the University Missouri, are quite important since professors are encouraged to participate in intensive courses within international contexts where listening, speaking, reading, and writing are improved through authentic materials. In addition, it is worth to point out that all the participants are totally informed about the course package offered. That is, to have knowledge concerning objectives of the courses, characteristics of class development, comforts of the campus, registration process, and course packages'

costs. Finally, perceptions and assessments towards the role of immersion programs were collected from the deans of the institution in order to describe strengths and aspects to improve, and extent language actions in the whole institution. In fact, all this goals are to be achieved since the establishment of the 'Plan de Desarrollo Institucional (2009-2019)', whose part of its aims is to offer bilingual education in a long-term and internationalize the university.

11.RESEARCH IMPLICATIONS

These implications depict thoroughly the data collection process and experience evidenced to state the necessary components in order to consolidate a language policy in the University, in addition to some suggestions for further studies. It is worth to highlight that due to the nature of the institutional project, which was completely research, there was not evidence of pedagogical implications.

The findings in the present study taught us some courses of action in order to have an appropriate research approach at the time of describing the components and strategies taken for the consolidation of the language policy by the Universidad Tecnológica de Pereira. To start with, the first subject matter learned was to identify always the learning needs of the target community to be studied since there must be awareness of why and to what extent the professors use English language for academic and professional purposes, for instance. Secondly, as interviews was selected for collecting the previous data, it was learned how important they should be implemented correctly to gather straightforward, timely, and biased perceptions and opinions expressed from the target participants about programs which had been conducting towards the use of English language in the institution.

In addition, even though we could have a successful interaction with participants, there was, first, a process of reflection and analysis of the best and more efficient methods to be implemented in order to approach and collect data from the different participants. Thus, there was exploration of the different aspects such as the schedule, the academic role, the spare activities, and other commitments professors had in order to design the appropriate instruments to collect the data. Consequently, the designing of the interviews and questionnaires had to be more efficient and less time consuming so that participants could answer and work with them in a simpler and faster way. This analysis allowed us to collect the information and have access to the results in a shorter period of time. Finally, in the stage of conducting and monitoring the development of the placement test (OOPT), having a variety of professors' experiences and conditions taught us the prominence of playing different roles, some of which were tutors, advisors, guides, and facilitators since there were very particular cases they needed to pay attention to as, for example, the high level of anxiety and worry some of the participants experienced before and during the exam.

Finally, as the nature of the research project focused on the professors and description of the current programs in which they were involved to improve their communicative competence in English language, the results of this study may be firstly considered as a source of help contribution for further studies correlated to higher education language policies since they describe some action planning which could be taken into consideration to foster foreign language learning over an

educational community. Secondly, it can be the reference for including more population, such as students and administrators, in the study to analyze their needs in regards to the English language use and performance in the learning programs offered by the University. Finally, the descriptive results that arose from this project may be useful to have a reference for continuum research since they may be the basis for evaluating all the programs established and developed so far, and for assessing the participants' performance after before and after making part of any language training program.

12.LIMITATION OF THE STUDY

There were some methodological and analytical limitations which caused some modification on the present study. In the first place, despite the fact that an investigation project requires a broader sample size to ensure an appropriate representation of the population, there was a total of one hundred forty-six professors listed who did not attend the calls due to different aspects, such as low free-time availability and lack of interest in participating in this project. Consequently, two calls had to be implemented by the researchers during 2010 and 2012 in order to guarantee a suitable number of participants who could provide a sufficient and more accurate data. It also relevant to mention that some means of communication were implemented such as UTP's radio, UTP's web site and face to face invitation in some faculties with the purpose of contacting and explaining to the educators about the importance of this study for the University.

Secondly, some challenges were evidenced during the development of the English test (OOPT) because there was, for instance, the case of a professor who was blind and needed a special guidance and treatment. Also, it is important to clarify that this test is not designed for people with physical disability. However, as it was above-mentioned, researchers played the role of monitors and facilitators during the test and read the questions and the written exercises to help this participant to complete the exam entirely. The third aspect which interfered in the study was the researchers' basic knowledge about statistical and quantitative

procedures that affected the characterization of professors' linguistic profile and the classification of those professors who did not achieve the lowest level of language proficiency set by the CEFR.

The last limitation presented in the study was that researchers were conducting an investigation project for the first time and most of the information needed for the development of this project required authorized permissions to access and contact both the people who work inside the University, and the private organizations which work outside. For this reason, the data collection was an arduous and time demanding process.

13 . CONCLUSIONS

The conclusions of this study were framed by answering the research question, which is about the identification and the description of the necessary components to consolidate a language policy at the Universidad Tecnológica de Pereira.

After finishing this research project, we could identify the linguistic profile of professors from the University. The results obtained in the placement test suggested that in relation to the use of English language, at the most basic levels: A0 level "Beginner low"; level A1 "Beginner", and A2 level "Elemental". This means that 75% of the professors have a basic level of English and only 35% of them are above B1 level. Secondly, through the deans' perceptions towards OOPT' results and language education for professional purposes, we conclude that professors have an intrinsic motivation in learning English because they are aware of the immense bibliography and specialized articles that are written in this particular language, and thus a high level of competence is needed. Furthermore, they organize meetings with their colleagues in order to improve their competencies in the language.

On the other hand, we also found that some of the factors which affect the performance and training of the language are the limited amount of time available for learning English language, the role and use of other language different from

English in their professional field, and finally, the lack of foreign language exposure and the few opportunities to practice the language in the University.

Secondly, we can affirm that the English training programs taking place in the Centro Colombo Americano provide, not only the professors from the University, but the citizens of the region with a multicultural and language development through communicative and technological methods. The institution also trains citizens for the current global demands in regards to the use of the language for real and specific purposes. Moreover, in regards to the participation of professors of the University in these programs, it can be concluded that the 50% of them spend between four to six hours of weekly sessions; 31% of them spend from two to four hours; and the remaining 19% attend the courses from six to eight hours during the week. Concerning to their actual level of competence, the 38% of professors are placed in an intermediate level (Course 9-12); 37% belong to advanced courses (13 – 16); and a 25% attend to pre-intermediate courses (5 - 8).

Furthermore, it is seen that the perceptions and attitudes towards the training programs professors have are mostly positive. The majority of participants show a high level of interest in learning English since it provides them with different opportunities for academic, professional, social, and economical success. Professors who are currently enrolled in the English program are extrinsically motivated by the previous-mentioned factors. Their positive attitude and enthusiasm increase the possibility to consolidate and articulate all the elements which seek to promote bilingualism and internationalization in the University.

Finally, even though there is an increasingly demand for these programs, there are some aspects to be re-structured based on a series of recommendations. That is, the ideas participants have towards the modification of the program range from a series of more oral and conversational activities to the inclusion of specialization programs and further practice after the program finishes.

As the last point in regards to the immersion programs, conclusively, we can formulate that these programs are conceived as the only academic action which involves the professors in international contexts in order to complement their educational and professional training. In addition, given the fact that the University is in constant pursuit of establishing academic agreements with foreign institutions to reinforce the professors' communicative competence, immersion programs are one of the most considered actions to promote internationalization. Finally, bearing in mind the perceptions provided by administrators of the University, it is worth to point out the meaningful and prominent contribution these programs have in the institution since they increase the professors' motivation to learn English language, promote its importance within the whole community.

The University's language policy is therefore, as this project describes, a crucial and enriching factor that is necessary for the promotion and development of bilingualism and internationalization in the institution. Their three main components, the professors' linguistic profile, the English training programs and the immersion programs, as this research states are the key to a University with international projection

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14.APPENDIXES

Apendix 1. interview

Resultados prueba de suficiencia en inglés – Entrevista

Preguntas para analizar el perfil lingüístico:

1. ¿Existe alguna exigencia por parte de la administración en cuanto a un conocimiento mínimo de inglés?
2. ¿Cómo considera los resultados obtenidos por los profesores de su facultad?
3. ¿Con que frecuencia están expuestos a materiales y contenidos en inglés (libros, revistas etc.)?
4. ¿Los docentes han tenido la oportunidad de asistir a seminarios, cursos.... en inglés?
5. ¿Considera usted que los docentes utilizan el inglés en su campo laboral?
¿con que frecuencia?
6. ¿Sabe usted si algún profesor de su facultad ha tenido experiencia ya sea laboral o educativa en un país de habla inglesa?
7. ¿Promedio de docentes en su facultad?

Appendix 2

Interview Coding

Autonomy	ID1Q1II	ID1Q5II	ID2Q1CS	ID3Q1CE	ID4Q1CB	ID4Q3CB	ID6Q1CA	ID8Q3BH	ID2Q1CS	ID7Q1FT
Learning Strategies	ID1Q2II	ID2Q2CS	ID4Q2CB	ID5Q2FM						
L2 articles	ID1Q3II	ID2Q3CS	ID5Q4FM							
Immersion	ID1Q4II	ID1Q6II	ID6Q6CA	ID7Q6FT						
Motivation	ID1Q5II	ID1Q5II	ID3Q4CE							
Oral interaction	ID1Q5II	ID2Q5CS								
Low comprehension Strategies	ID2Q2CS									
L2 needs	ID3Q6CE	ID3Q4CE	ID8Q2BH	ID8Q3BH	ID8Q4BH					
Improving demands	ID7Q2FT									
Seminars	ID2Q4CS									
Internationalization	ID2Q6CS	ID4Q4CB								
Little L2 exposure	ID3Q5CE	ID6Q5CA								
Productive skills Flaws	ID3Q3CE	ID4Q5CB	ID5Q5FM	ID8Q5BH						
Education abroad	ID4Q1CB	ID5Q1FM	ID6Q6CA	ID8Q5BH						
Training programs	ID4Q2CB	ID5Q2FM								
Time availability	ID4Q4CB									
Economy factors	ID4Q4CB	ID6Q4CA								
Little opportunities for learning	ID4Q6CB									
L2 in the curriculum	ID5Q5FM	ID6Q3CA								

Learners' needs	ID6Q2CA								
Ls requirements	ID7Q1FT	ID8Q1BH							

Appendix 3.

Questionnaire Coding

CODE: C= Cuestionnaire #

P= Professor # (Orden in which the form was filled in)

Q= Question

C1P#Q#	Academic factors	Professional and labor factors	Social Factors	Economic factors	*Translations
C1P1Q12	C1P1Q12	C1P1Q12			
C1P2Q12	C1P2Q12	C1P2Q12	C1P2Q12	C1P2Q12	
C1P3Q12	C1P3Q12		C1P3Q12		
C1P4Q12	C1P4Q12	C1P4Q12			C1P4Q12
C1P5Q12	C1P5Q12				
C1P6Q12	C1P6Q12	C1P6Q12	C1P6Q12	C1P6Q12	
C1P7Q12	C1P7Q12		C1P7Q12		
C1P8Q12	C1P8Q12				
C1P9Q12	C1P9Q12	C1P9Q12			
C1P10Q12			C1P10Q12		
C1P11Q12	C1P11Q12	C1P11Q12	C1P11Q12	C1P11Q12	
C1P12Q12	C1P12Q12	C1P12Q12	C1P12Q12		
C1P13Q12	C1P13Q12	C1P13Q12			

C1P14Q12	C1P14Q12	C1P14Q12			
C1P15Q12	C1P15Q12				
C1P16Q12	C1P16Q12		C1P16Q12		
C1P17Q12	C1P17Q12				

Reasons/ Support of the need for taking the courses.

C1 = Questionnaire

R = Reasons

P# = Professor #

C1RP1

P1, P3, P7, P14, P16 = None

P2, P12, P13 = Importance of academic update and research

P2 = Free tuition opportunity

P4, P6, P11, P17 = Accessibility to the global market - Globalization

P5 = Understanding of literature and culture of the language

P8, P10 = Scientific articles access

P9 = Professional growth

P15, P17 = Academic growth / Master programs in foreign countries

Needs support and suggestions

C = Questionnaire

S = Suggestions

P = Professor #

C1SP1

P1, P3, P9, P10 , P12, P16, P17 =. None

P2 , P6 = Extra-course (specialization) after finishing the 16 levels.

P4 = Lessen the academic charge in order to exploit the English courses.

P5, P7, P11 = More listening and oral activities / Conversation clubs

P8 = Schedule modification

P11 = Individual advisory – Intercultural Exchange

P13 = More interaction

P14 = Methodology updated and modification

P15 = In class work – Reading check in class

Fecha: 19 al 22 de junio de 2012.

Lugar: Centro de Recursos Informáticos y Educativos (CRIE), salón R – 301

Horario: 8:00 a.m. a 12:00 m. (Jornada Continua)

Para inscribirse y reservar un cupo en el horario que más se le acomode, acceda al siguiente link:

<https://docs.google.com/a/utp.edu.co/spreadsheet/viewform?formkey=dHhOZTNyV0FoMVZSOFFUbWlaaGVDQ2c6MQ>

Muchas gracias por su colaboración en éste proceso.

Cordialmente,

Marcela Mesa

Profesional Vicerrectoría Académica

Appendix 4.

Questionnaire Results

Pereira, Risaralda

Cordial saludo,

Como participante en el programa de capacitación en lengua inglesa que adelanta la universidad tecnológica de Pereira en convenio con el instituto Colombo-Americano de Pereira, me permito informarle que usted ha sido seleccionado aleatoriamente para diligenciar un cuestionario que pretende recoger información sobre el proceso de formación al que usted ha estado expuesto. La anterior información es necesaria en el desarrollo del proyecto institucional “Políticas de planeación lingüísticas para la educación internacional y bilingüe en la Universidad Tecnológica de Pereira”, el cual pretende analizar y desarrollar una política que promueva la internacionalización y el bilingüismo en la universidad, además de observar el impacto que ésta genera. El proyecto está siendo adelantado por la Vicerrectoría académica en coordinación del Grupo de Investigación en Lingüística Aplicada (GILA) adscrito a la Licenciatura en Lengua Inglesa, y que actualmente está en su etapa de recolección de datos.

Adjunto encontrará el link del formulario para ser diligenciado online. Dicho formulario tomará aproximadamente 15 minutos para ser completado. Además, cabe aclarar que la información suministrada en este cuestionario será de carácter confidencial y solo se utilizarán para facilitar el proceso de la investigación.

De antemano agradecemos su colaboración.

Cordialmente,

Enrique Arias Castaño

Director Departamento de Humanidades e Idiomas

Coordinador del Programa de Licenciatura en Lengua Inglesa

Appendix 5.

Questionnaire Request

Cordialsaludo,

Como parte del desarrollo del proyecto de investigación del Grupo de Investigación en Lingüística Aplicada GILA del programa de Licenciatura en Lengua Inglesa de la Facultad de Bellas Artes y Humanidades de la Universidad Tecnológica de Pereira, actualmente se está realizando un estudio acerca de los programas de formación en lengua inglesa que se han llevado a cabo en el instituto Colombo Americano – Pereira, de esta forma ayudar a la construcción del bilingüismo y la internacionalización en la universidad. Le informamos que usted fue seleccionado aleatoriamente, por lo tanto se le solicita diligenciar un formulario en línea, le tomará de 5 a 6 minutos.

<https://docs.google.com/forms/d/1JVVOik-qdM5Q3IVh-Dxc74K3lLthPk-N0vhK6hTSUJk/viewform>

Las respuestas brindadas en este cuestionario serán de carácter confidencial y solo se utilizarán para propósitos de la investigación.

Agradecemos su colaboración

Appendix 6.

Interview Request

02-2144-63

Pereira, 19 de marzo de 2013

**Para: FACULTAD DE INGENIERÍAS - JOSÉ GILBERTO VARGAS CANO
FACULTAD DE CIENCIAS AMBIENTALES - JHONIER GILBERTO
GUERRERO ERAZO FACULTAD DE BELLAS ARTES Y HUMANIDADES –
JUAN HUMBERTO GALLEGO RAMIREZ FACULTAD CIENCIAS DE LA
EDUCACIÓN - MARIA TERESA ZAPATA SALDARRIAGA FACULTAD DE
CIENCIAS DE LA SALUD - JUAN CARLOS MONSALVE BOTERO
FACULTAD DE CIENCIAS BÁSICAS - HUGO ARMANDO GALLEGO BECERRA
FACULTAD DE INGENIERÍA INDUSTRIAL - WILSON ARENAS VALENCIA
FACULTAD DE TECNOLOGÍA - JOSÉ REINALDO MARÍN BETANCOURTH
FACULTAD DE INGENIERÍA MECÁNICA - EDUCARDO RONCANCIO
HUERTAS**

**De: DIRECTORA (E) LICENCIATURA EN ENSEÑANZA DE LA LENGUA
INGLESA**

Asunto: SOLICITUD ACADÉMICA (2144-00)

Con el fin de conocer sus consideraciones respecto a los resultados que obtuvieron los docentes de su facultad en la prueba de suficiencia en inglés y a su vez recolectar la información necesaria en el desarrollo del proyecto institucional "Políticas de planeación lingüísticas para la internacionalización y la educación bilingüe en la Universidad Tecnológica de Pereira", de una manera muy cordial le solicitamos su colaboración con el fin de permitirle un espacio en su agenda a los estudiantes de la Licenciatura en Lengua Inglesa: Ronald Camilo Ardila Sanz, Luis Miguel Coronado Guzmán y Diana Maryuri Giraldo Agudelo, que actualmente están en la etapa de recolección de datos.

Le agradecemos su oportuna colaboración con la cual contribuye al logro de nuestros objetivos académicos.

**Cordialmente,
CLAUDIA MÓNICA LONDOÑO VILLADA**

Consuelo C

Appendix 7

Exam Invitation

Pereira, Jueves 07 de Junio de 2012.

Aplicación de Pruebas Oxford On-line Placement Test

Estimado Docente: _____

Durante el semestre en curso, la Vicerrectoría académica continuará su proceso de formación docente, realizando, como complemento a la ruta de formación en inglés que se tiene en la actualidad, un diagnóstico que determine el nivel de inglés de docentes transitorios y de planta; para ello, se convoca a la participación de la aplicación de las pruebas diagnósticas en lengua inglesa que se llevará a cabo entre el 19 y el 22 de junio. Es importante aclarar que este proyecto está dirigido a los docentes tanto de Planta como Transitorios, que no presentaron la prueba en la primera convocatoria, realizada en el año 2010.

Los docentes serán valorados a través de una prueba estandarizada llamada Oxford On-Line Placement Test (OOPT), la cual contará con el apoyo del Grupo De Investigación en Lingüística Aplicada (GILA), los horarios y lugares para dicha actividad se detallan a continuación:

